

# **WorkKeys<sup>®</sup>**



## **Administration Manual for State Testing**

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**ACT<sup>®</sup>**



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# WorkKeys® Test Policies and Procedures

For the WorkKeys® tests to successfully measure students' academic skills, they must be uniformly administered. As a person giving WorkKeys, you therefore assume important professional responsibilities.

When you become a WorkKeys Test Supervisor or a Back-up Test Supervisor, you must sign a statement affirming you will read and comply with these policies. You must also agree to follow them exactly. As a room supervisor or proctor, you must read and agree to follow the policies described in this manual.

As with all standardized testing, it is critical that the procedures you employ are identical to those at other testing sites. If you have any questions that are not addressed in the manual, be sure to call ACT for instructions. Following WorkKeys policies and procedures helps you create a fair testing environment.

## Attentiveness

You must remain attentive to your testing responsibilities throughout the entire administration. Reading (except this manual), grading papers, using a computer, talking casually with other staff, or engaging in any activity in the test room not directly related to the administration is **not** allowed. No one may eat or drink in the test room (unless approved for medical reasons). Also, cell phones must be turned off.

You must walk around the test room to ensure examinees are working on the correct section of the test and recording their answers on the correct section of the answer document. Moving around the test room also makes you available to answer questions, respond to illness, or replace defective test materials. It also discourages prohibited behavior.

## Confidentiality

Information about examinees is confidential, including their names. To ensure confidentiality, you and your testing staff may not copy documents containing individually identifiable information, or use such information for any purpose other than administering the tests. Questions concerning attendance or test-day procedures from any source other than ACT or the designated state education agency are to be referred directly to ACT or the state agency.

## Equal Treatment

All testing staff are required to administer and supervise WorkKeys in a non-discriminatory manner and in accordance with all applicable laws.

## Facilities and Staff

The Test Supervisor is obligated to provide both acceptable facilities and qualified staff.

## Fair Testing Practices

ACT endorses the *Code of Fair Testing Practices in Education* and the *Code of Professional Responsibilities in Educational Measurement*, guides to the conduct of those involved in educational testing. ACT is committed to ensuring that each of its testing programs upholds the guidelines in each *Code*. A copy of each *Code* may be obtained free of charge from ACT Customer Services (68), P.O. Box 1008, Iowa City, IA 52243-1008, 319/337-1429.

## Investigations

In cases of suspected or documented irregularities, all testing staff are obligated to cooperate fully with ACT and the designated state education agency in subsequent investigations and respond to requests for information in a timely manner.

## Relatives Testing

To avoid the appearance of a conflict of interest—and to protect you and your relatives or wards from allegations of impropriety—you may not serve as Test Supervisor or Back-up Test Supervisor for the administration of WorkKeys or have access to secure test materials prior to test day, if any relative or ward will be testing on the same test date anywhere within the state. Relatives or wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, spouses, and persons under your guardianship.

**Because Test Supervisors, Back-up Test Supervisors, and Test Accommodations Coordinators have access to secure test materials prior to test day,** if a relative or ward will be testing at any school in the state as part of this administration, that individual must delegate all supervisory responsibilities—including the receipt and return of test materials—to a qualified colleague and notify ACT of this action prior to receipt of the test materials.

If an examinee is testing at a school where a relative or guardian is serving as a *room supervisor* or *proctor*, that examinee must not be assigned to test in a room where his or her relative or guardian is working. The relative or guardian must not have access to that examinee's answer document or test materials.

Scores for an examinee will automatically be cancelled if that examinee:

- tested on the same test date on which a relative or guardian served as a Test Supervisor, Back-up Test Supervisor, or Test Accommodations Coordinator at **any** school in the state, or
- tested with secure test materials to which a relative or guardian had prior access, or
- tested in a room in which a relative or guardian served as a *room supervisor* or *proctor*.

## Test Preparation

Due to potential conflict of interest, those involved in WorkKeys test preparation activities at any time during the current testing year (September 1 through August 31) may not serve as testing staff.

WorkKeys recognizes that the normal duties of a counselor or teacher may involve some responsibilities for test preparation. These activities by teachers or counselors are **not** a conflict of interest, *provided they are part of job responsibilities specifically defined by one's employer and the employer is not a commercial enterprise*.

## Standardized Procedures

Throughout this *Administration Manual* there are detailed directions for selecting facilities and staff, protecting test security, and administering tests in a standardized manner.

All test center personnel are required to read the materials provided by ACT, including this manual. Adherence to these standardized procedures is mandatory.

## Replacement Back-up Test Supervisor

If you cannot supervise the administration of WorkKeys, your Back-up Test Supervisor is expected to take on those responsibilities. If your Back-up Test Supervisor is not able to supervise the administration, ACT must be notified of the *replacement* Back-up Test Supervisor prior to the test date.

A Back-up Test Supervisor Profile must be on file for all new Back-up Test Supervisors. To expedite the notification and review process, profile forms have been included in this manual (see pages 53 and 54). The person selected to serve as replacement Back-up Test Supervisor must complete and sign the appropriate form and be properly trained before test day. Mail or fax the form to ACT (fax 319/337-1019).

ACT will review the qualifications of the replacement Back-up Test Supervisor and will contact you or the school principal with any concerns.

## Security of Test Materials

The Test Supervisor is responsible for the security of all test materials from the time the carrier delivers them to the time they are in the return carrier's possession. The Test Supervisor must protect the materials from damage, theft, or loss, and from conditions that could allow prior access to the tests.

Test materials must be kept in a locked, secure area, such as a vault or non-portable cabinet in a locked, limited-access room. Only the Test Supervisor, Back-up Test Supervisor, and possibly a few specifically authorized persons may have access to the area.

WorkKeys test booklets are copyrighted and cannot be photocopied, used for any purpose other than testing, or opened by any person other than the examinee on test day. Testing staff and examinees are prohibited from disclosing test questions or response choices to anyone.

Scores earned by examinees who may have had advance access to test content will be cancelled, and will not be reported to examinees or educational institutions.

## Test Dates and Times

The initial WorkKeys assessment must be administered **only** on the initial test date and at the time scheduled for State Testing.

The makeup WorkKeys assessment must be administered **only** on the makeup test date and at the time scheduled for State Testing.

## Preparing to Give WorkKeys

### Selecting Test Rooms

This section focuses on what you are to do before test day—how to arrange for facilities, select and train staff, and securely receive and store your test materials.

Test supervisors are responsible for selecting and reserving test rooms. The following paragraphs describe the types of rooms to avoid and the room characteristics that will help you have successful testing experiences.

Be sure to reserve the room for each day you will be testing. Select rooms that are not so small as to be crowded or so large that test security will be difficult to maintain. Arrange your seating to prevent examinees from communicating with neighbors or from looking at others' answer documents. ACT prefers classrooms and recommends no more than 100 examinees be tested in one room.

Choose rooms as free from distraction as possible. **An uninterrupted period is required for testing.** Post signs outside the test room(s) to warn that testing is in progress and quiet is required. You must obtain the cooperation of your school administrators in turning off audible signals that normally sound at the beginning and end of classes, and ensure that announcements are not made on the public address system during the test session.

When selecting your facilities, make sure the building will be open on test day, and that the test rooms and restrooms will be unlocked.

#### Accessibility

Under the Americans with Disabilities Act, WorkKeys tests must be offered in locations accessible to persons with disabilities or alternative arrangements must be made for such examinees. Test supervisors should select test facilities and rooms accessible to persons with disabilities whenever possible.

#### Bulletin Boards

Make sure bulletin board materials related to potential test questions (English, mathematics, reading, and science), charts, and maps that provide strategies for solving problems are removed or covered. Geographical maps and periodic tables need not be covered.

#### Timepieces

Each room supervisor must have two timepieces in the test room to ensure accurate timing. An *accurate* wall clock may serve as one of the required timepieces.

#### Environment

Make sure the lighting, temperature, and ventilation in each room allows examinees to give their full attention to the test.

#### Left-handed Examinees

Appropriate writing surfaces must be provided for left-handed examinees. Use standard left-handed desks or use writing surfaces that are large enough for left-handed examinees to work comfortably. If you have only right-handed desks available, place two desks together at the far end of a row and have the left-handed examinee use both surfaces. Seat all examinees in the room to minimize the opportunity to look at another's answer document.

#### Phones

You must arrange for a phone to be available on test day in case you need to make a toll-free call to ACT.

#### Other Events

Check your institution's calendar to determine what other events are scheduled on test day before reserving your test rooms. Try to use rooms as free as possible from potential distractions.



### Room Setup and Seating Arrangements

If the seats are stationary, seat examinees in every other column with the examinees seated directly behind one another. If the seats are moveable, every seat may be used, provided they are at least three feet apart and in straight columns and rows. Be sure to leave enough room for your testing staff to circulate freely through the test room(s) without disturbing examinees. To ensure testing staff have a clear view of each examinee, do not use study carrels or dividers between examinees.

Test rooms are to be set up according to the following requirements:

- **All examinees in the test room must face the same direction**, regardless of the number of examinees in the room or the distance between them.
- There must be **at least three feet of space between examinees** (side-to-side measured shoulder-to-shoulder and front-to-back measured head-to-head).
- In multiple-level rooms, examinees must be **at least five feet apart** front-to-back.
- There must be sufficient aisle space for staff to get to every seat during testing without disturbing examinees.
- Seat examinees in straight rows and columns, directly in line with each other.
- The room supervisor must be stationed in the room facing the examinees. Staff must be able to see every examinee clearly. Seating with dividers or partitions, such as study carrels, partitioned tables, or booths are not acceptable because they obstruct staff's view of examinees.

### Proper Use of Tables

If tables are used, see page 6 for the maximum number of examinees allowed per table. Tables must be arranged so that all spacing requirements are met. Examinees must all face the same direction and therefore must be seated along the **same side** of the table, not at opposite ends or sides. If tables are joined together, do not seat an examinee where the tables join. Use the following rules to seat examinees:

- **ROUND TABLES: only one examinee** per round table, regardless of size.
- **TABLES LESS THAN 6 FEET: only one examinee** per table
- **TABLES 6- TO 9- FEET: only two examinees** per table. If 6-foot tables are used to seat two examinees, a 3-foot space is required **between the tables**.

### Single-Level and Multiple-Level Classrooms

ACT prefers single-level classrooms seating 25 to 30 examinees. Avoid using rooms with multiple-level seating. Even with five feet between examinees, multiple-level seating makes it easier to look at a neighbor's answer document. If you do not have an alternative to multiple-level seating, you may need to allow more than five feet between examinees. Before test day, determine the spacing needed to deter copying.

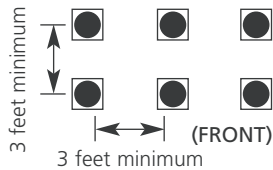
### Writing Surfaces

Writing surfaces must be large enough to accommodate both the test booklet and the answer document. Lapboards that must be balanced on examinees' legs are not allowed under any circumstances; temporary surfaces that rest on the chair arms or the back of the row in front may be used only after prior approval by ACT.

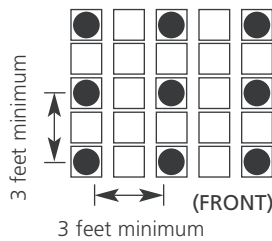
Seating  
Arrangement  
Examples

●	One examinee
L	One left-handed examinee
□	One desk

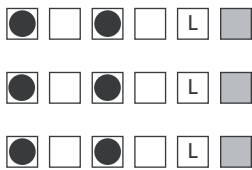
Level Seating with  
Movable Desks



Level Seating with  
Stationary Desks



Left-handed examinees  
at right-handed desks



Multiple-Level Seating  
with Stationary Desks

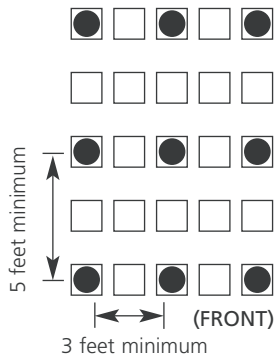
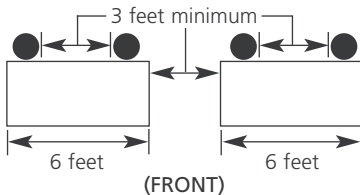
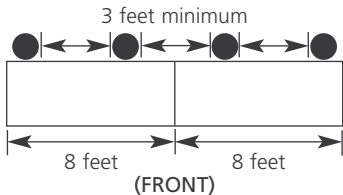


TABLE SPACING

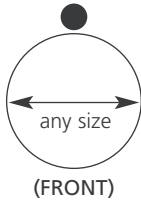
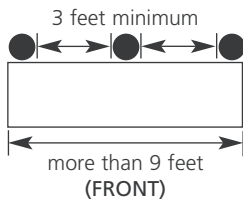
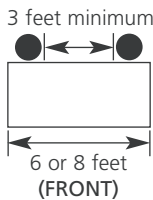
6-Foot Table Spacing



8-Foot Table Spacing



Other Spacing



Materials Provided by  
Your School

- The school is responsible for providing the following items **for each test room**:
- a supply of soft lead No. 2 pencils with erasers to lend to examinees who do not bring pencils (no mechanical pencils or ink pens)
  - a pencil sharpener
  - two reliable timepieces: watch, stopwatch, interval timer, or wall clock
  - signs, cards, or other materials used in admissions procedures

## Selecting Testing Staff

Test Supervisors are responsible for selecting their test-day staff in consultation with the school principal. Members of the staff must be people of integrity. We encourage the selection of testing staff who reflect the ethnic and gender ratios of those to be tested.

Room supervisors and proctors may be current or retired faculty members, school administrative or clerical employees, substitute teachers, student teachers, and teachers' aides. High school students, volunteers, and lower-division undergraduates may **not** work as testing staff. Anyone who intends to take WorkKeys within the next 12 months must not administer the tests in any capacity. All testing staff must comply with ACT policies and procedures as detailed in this manual.

Members of the testing staff each have a different set of test-day responsibilities.

### Test Supervisor

In standardized testing, the Test Supervisor provides the continuity and administrative uniformity necessary to ensure that the examinees are tested under the same conditions and ensures the security of the examinations.

#### Specific responsibilities include:

- Read this manual and comply with the policies and procedures it describes.
- Arrange for application of bar-code labels.
- Select and train qualified room supervisors and proctors before test day.
- Select and reserve test rooms.
- Plan seating arrangements.
- Receive, count, and secure test materials.
- Prepare test rooms prior to test day.
- Arrange for a phone for calling ACT on test day.
- Create a roster of students for each test room.
- Conduct a pre-test briefing session for testing staff on each test day.
- Ensure that testing begins no later than 9:00 a.m. on test day.
- Document any irregularities that occur during testing and, as required, void examinees' tests.
- Distribute to staff, collect, and account for all materials.
- Ensure completeness and accuracy of all test date documentation, including rosters, Seating Diagrams, forms, and reports.
- Return all required reports, forms, Seating Diagrams, and answer documents **immediately after testing**.
- Order makeup testing materials immediately after the initial test day.
- Return all used and unused test booklets when testing is completed.
- Cooperate with ACT and the state education agency in resolving irregularities.

### Back-up Test Supervisor

As previously noted, the name of a Back-up Test Supervisor must be on file with ACT prior to the test date to take on the Test Supervisor's responsibilities if needed. Naming a qualified back-up before an emergency occurs helps to ensure that the test can be properly administered even if a Test Supervisor becomes ill or is otherwise unable to be present on test day. The Back-up Test Supervisor is encouraged to actively assist the Test Supervisor on test day.

**Room Supervisor**

Each room is required to have a room supervisor who must serve for the entire session. The Test Supervisor may serve as room supervisor if only one room is used.

**Specific responsibilities include:**

- Read this manual and comply with the policies and procedures it describes.
- Attend both the training and briefing sessions conducted locally by the Test Supervisor.
- Be responsible for the test room and provide an environment conducive to testing.
- Check ID or personally recognize and admit students.\*
- Mark attendance/ID on the roster.\*
- Direct students to seats.\*
- Count test booklets upon receipt from Test Supervisor.
- Distribute test materials, keeping test booklets in numerical order.\*
- Read verbal instructions to examinees verbatim.
- Properly time tests and record the **START, FIVE MINUTES REMAINING,** and **STOP** times in the manual using two timepieces.
- Complete all information on the Seating Diagram and Test Booklet Count Form.
- Be attentive to examinees and materials at all times.\*
- Walk around the test room during testing to be sure examinees are working on the correct sections of the test booklet and answer document.\*
- Pay strict attention to monitoring examinees during the entire test session to discourage and detect prohibited behavior.\*
- Collect and account for all answer documents and test booklets before dismissing examinees.\*
- Complete detailed documentation of any irregularities and, as required, void examinees' tests.
- Return all test materials and forms to the Test Supervisor immediately after testing.

\*Proctor may assist with these activities.

**Proctor**

A proctor *may* be used to assist a room supervisor or the Test Supervisor if fewer than 25 examinees are testing. A proctor is **required** (*in addition to the room supervisor*) for every 25 examinees (or portion thereof) after the first 25 in the room. Use the following scale to determine the **minimum** number of proctors required in each room:

Number of							each additional 25
Examinees per room:	1–25	26–50	51–75	76–100	101–125		(or portion thereof)
Required Number of							
Proctors per room:	0	1	2	3	4		+1

**A proctor’s responsibilities include:**

- Read this manual and comply with the policies and procedures it describes.
- Attend both the training and briefing sessions conducted locally by the Test Supervisor.
- Help admit examinees and mark attendance/ID on the roster.
- Direct examinees to seats.
- Help distribute test materials, keeping test booklets in numerical order.
- Verify the timing of the tests using a different timepiece than the room supervisor.
- Be attentive to examinees and materials at all times.
- Walk around the room during testing to replace defective materials, to be sure all examinees are working on the correct test, and to observe examinee behavior.
- Report any irregularities to the room supervisor immediately.
- Accompany examinees to the rest room if more than one is allowed to leave during the timed tests.
- Pay strict attention to monitoring examinees during the entire test session to discourage and detect prohibited behavior.
- Help collect and account for all answer documents and test booklets.

**Roving Proctor**

Schools that use four or more rooms are encouraged to appoint a roving proctor to assist the Test Supervisor. This proctor may be used to:

- Serve as a hall monitor.
- Assist with check-in and/or directing examinees to rooms and seats.
- Assist the supervisor with preparing the test materials for rooms.
- Give room supervisors a break during testing.
- Keep the hallways quiet during breaks if other rooms are testing.
- At the conclusion of testing, assist the Test Supervisor with counting and preparing all test materials for mailing.

**Rotating Proctor**

Proctors are normally expected to serve for the entire test session in the room to which they are assigned. However, if schedules require, proctors may be “rotated” or replaced at the mid-morning break, provided no room is ever left unattended.

**Training Testing Staff**

For standardized testing to occur successfully, staff members must understand their responsibilities. It is critical that the same procedures are followed at every school.

Test Supervisors and Back-up Test Supervisors are required to hold a training session **before** test day to prepare staff for test-day activities and to stimulate discussion. In addition, on each test-day morning, Test Supervisors are required to hold a briefing session to discuss any last-minute issues that arise or concerns staff members may have.

**Administration Manual**

ACT provides this manual, which every staff member is expected to read, to communicate its expectations. The manual is proprietary information and is copyrighted by ACT. It is to be used only for the purpose of administering the WorkKeys assessments and is not to be copied or shared for any other purpose.

Each testing staff member is to be provided with a complete copy of this manual before the training session. It is especially important that room supervisors read and understand the policies, procedures, and directions.

**Supplements**

Updated supplements or notices may be sent to test supervisors before the test or included with test materials shipments. These supplements contain the most up-to-date information on policies and procedures. They should be distributed to all staff and are intended to augment and improve on the policies and procedures contained in this manual.

**Training Session**

It is critical that all testing personnel understand WorkKeys policies and procedures. Therefore, test supervisors are required to train their room supervisors and proctors how to administer a standardized test at their institution.

Policy, procedural, and logistical issues can be discussed and potential problems avoided with a thorough training session. This session must be attended by all testing personnel, both new and experienced, so that everyone involved has a common understanding of what is to take place on test day. A Training Session Outline and Topics for Discussion are provided on pages 63–64 in this manual.

## Authorized Access

Staff access to materials must be limited to only those activities necessary to prepare for test day, the test administration itself, and counting and packing materials for return to ACT. Access to test materials prior to test day is restricted to the Test Supervisor and Back-up Test Supervisor. A designated staff member may assist with materials *if* the Test Supervisor or Back-up Test Supervisor is present and *if* that individual does not have a relative or ward testing on test day (see Relatives Testing, page 2). Do not permit unauthorized personnel to access the materials. Examinees and anyone who may test within the next 12 months are not permitted access to the materials.

**Test materials may not be transferred to any other location without prior authorization from ACT. Use only the test materials assigned to your school. If students test with materials that have been transferred from another school without prior written authorization from ACT, the answer documents will NOT be scored.**

## Security of Test Materials

Call ACT **immediately** at 800/553-6244, ext. 2800, if any of the following occurs:

- You do not receive your entire shipment.
- Items are missing.
- You receive test booklets that do not match the serial numbers on your materials list.
- Any test booklet seals are broken at any time except by examinees as instructed on test day.
- The cartons appear to have been tampered with in any way.
- A test booklet is lost, stolen, or otherwise missing at any time while the test booklets are in your possession, from receipt to return.

Even if a test booklet is missing only temporarily, do **not** begin testing without first calling ACT for instructions. If a booklet is discovered missing during testing, do not permit examinees to leave without first calling ACT for instructions.

### Check-in of Test Booklets

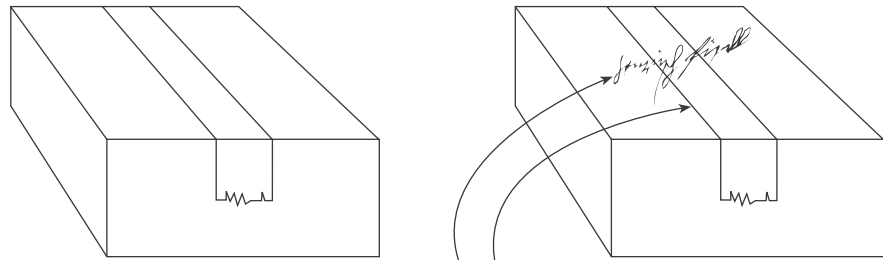
Within 24 hours of receipt, open the carton(s) and count the test booklets. Examine the carton(s) for signs of tampering. Check the serial numbers of the test booklets against the numbers listed on the Materials List. Count each individual booklet; do not assume that the groups of booklets are complete. Check the rest of the shipment to be sure it is complete.

### Site Supervisor's Header

The Site Supervisor's Header form identifies your school to the scoring system and also determines the test date to be reported. Be sure to use the correct report after each test day (initial or makeup). You must complete the form accurately.

### Storage Before Testing

After you have counted and checked the condition of all materials in your shipment, **reseal** the cartons with the provided tape and write your name across the seal. Lock them in a secure place to which only you (or you and a few specifically authorized persons) have access. Protect the materials from damage, theft, or loss, and from any conditions that could allow prior access to or knowledge of the tests.

**Diagram for Resealing Cartons**

When delivered, carton will be sealed as above. After booklets have been counted, reseal as on right. Do not reopen until test morning.

1. Reseal in the same place as before.
2. Sign your name across the tape. Be sure your signature starts on the cardboard, goes across the tape, and ends on the cardboard.

**Removal from Storage and Assignment to Rooms**

**Do not remove the checked-in test booklets from the security of locked storage until the morning of the examination.** Booklets are to be sorted for distribution to individual rooms before test day, but must be returned to locked storage until the morning of test day. Under no circumstances is a test booklet seal to be broken by **anyone** other than the examinee on test day. Test booklets must be personally handed to room supervisors by the Test Supervisor. **Never leave booklets in an unattended room.**

The Test Supervisor and each room supervisor must record the number and sequence(s) of test booklets received by the room supervisor, initialing the “Pre-Test Sign-Off” on the Test Booklet Count Form (page 45). After the test, test booklet counts must also be reconciled and initialed using the “Post-Test Sign-Off” on the same form.

**Storage After Testing**

After accounting for all materials, prepare them for return after each test date (see page 37). Return **all** used **and** unused test booklets to your locked storage area immediately after **each** test administration.

**Test Materials Shipping Carton(s)**

Be sure to keep the carton(s) in which the test materials were shipped to you. These cartons, which have reversible address flaps, will be used to return test booklets (used and unused) after each test date.

**Roster**

Create one roster (blank form provided on page 43) for each test room **prior** to the initial test day. Write on the roster the name of each student **scheduled** to test. This is an activity that can be performed when students are completing the non-test portions of the answer document. ACT must be able to determine those students who were absent on test day as well as those who were present. If you submit a list of only those students who were present on test day, your roster will not be accurate and cannot be used to determine which students to schedule for makeup testing.

If your school provides a readable list of all students scheduled to test, by test room, you may use it in lieu of the roster as long as attendance and the type of ID accepted are marked on that list on test day and you return the marked original to ACT with the answer documents to be scored.

If your school received bar-code labels, they must be applied to the designated area on page 4 of the State Testing Answer Documents before test day. Even if a bar-code label is used, all students **MUST** complete the identifying information and mailing address on pages 1 and 2 of their answer documents and grid the corresponding ovals. Stress to all examinees that if they do not accurately and completely provide this information, their score reports will be undeliverable.

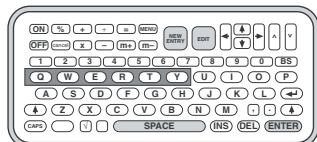


## Calculators

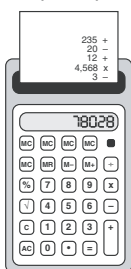
WorkKeys permits examinees to use a calculator on the *Applied Mathematics* test, but not on any of the other tests. Use of a calculator is optional. All problems on the *Applied Mathematics* test can be solved without a calculator. Any four-function, scientific, or graphing calculator may be used, unless it is specifically prohibited as described below.

### Examples of Prohibited Calculators

QWERTY keyboard



Paper tape

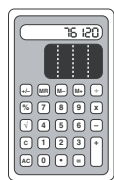


### Examples of Permitted Calculators

Scientific or graphing



Four-function



Examinees are responsible for ensuring their calculators meet ACT standards. As a member of the testing staff, you are not expected to be an expert on calculators. We do ask that **during the first few minutes of the *Applied Mathematics* test**, you check for the following types of devices, which are PROHIBITED:

- Texas Instruments: All model numbers that begin with **TI-89** or **TI-92**, and the **TI-Nspire CAS**—Note: The TI-Nspire (non-CAS) is permitted.
- Hewlett-Packard: **HP 48GII** and all model numbers that begin with **HP 40G**, **HP 49G**, or **HP 50G**
- Casio: **Algebra fx 2.0**, **ClassPad 300**, **ClassPad 330**, and all model numbers that begin with **CFX-9970G**
- handheld, tablet, or laptop computers, including PDAs
- electronic writing pads or pen-input devices—Note: The Sharp EL 9600 is permitted.
- calculators built into cell phones or any other electronic communication devices
- calculators with a typewriter keypad (letter keys in QWERTY format)—Note: Letter keys not in QWERTY format are permitted.

These types of calculators are permitted, but only after they are modified as noted:

- calculators with paper tape—Remove the tape.
- calculators that make noise—Turn off the sound.
- calculators with an infrared data port—Completely cover the infrared data port with heavy opaque material, such as duct tape or electrician's tape (includes Hewlett-Packard HP 38G and HP 39G series and HP 48G)
- calculators that have power cords—Remove all power/electrical cords.

Some calculators may have mathematical formulas printed on the calculator itself; this is permitted. Likewise, some calculators come with preprinted instructions for the use of the calculator that are inserted into the calculator cover and carried with it; these instructions do not need to be removed.

Examinees are responsible for ensuring their calculators meet ACT standards. They are advised to check [www.act.org](http://www.act.org) or call toll-free **800/498-6481** for a recorded message about the latest list of prohibited calculators.

Examinees are responsible for bringing a permitted calculator and making sure it works properly. You are not expected, but are permitted, to provide calculators or batteries. Examinees may not share calculators. They may use a backup calculator if you check it first, but may not have more than one calculator on their desks or in operation at a time.

When the examinee is not working on the *Applied Mathematics* test, the calculator must be turned off and put away. If it has games or other functions, those functions may not be used—only the mathematics functions of the calculator may be used.

Calculators are **NOT TO BE CLEARED** by staff before or during the test. You may clear calculators after the test only if you suspect examinees are attempting to use their calculators' memory to store test items. In such cases, clear the memory and document your suspicions on the Irregularity Report (page 47).

If you notice when examinees are admitted that they have calculators with large characters (one-inch high or larger) or a raised display, direct them to seats where other examinees cannot observe use of the calculators.

## Formula Sheet

A formula sheet that includes all formulas required for the *Applied Mathematics* test is provided in the *Applied Mathematics* test booklets. **These sheets should be collected at the end of the test.**



## Test Day Activities

The directions in this section are designed to help ensure a smooth administration of the WorkKeys tests. If you have problems, many of the solutions are listed in this section, and the ACT Test Administration department is always available to help on test days.

As noted in our policies, testing personnel must administer the tests in a nondiscriminatory manner and in accordance with all applicable laws. Slight differences in your perceived behavior can be magnified by examinees under stress.

**Be sure every room supervisor has a complete *Administration Manual*** in order to verify procedures for any situation that may occur.

### Authorized Observers

An observer with ACT or state education agency identification may visit your school on test day. The visit may or may not be announced in advance. The observer will arrive at the school shortly before the administration is to begin. Always ask for ACT or state education agency identification, or an ACT authorization letter. If the auditor cannot provide either, deny admission and call ACT immediately. If the auditor provides appropriate authorization, you are expected to cooperate fully. If you have any concerns about the auditor's visit, call ACT immediately.

### Unauthorized Observers and Media

To protect examinees from anxiety and distractions, unauthorized persons—including parents, guardians, children, members of the school board, recruiters, employers, and members of the media—must **not** be allowed to enter, observe, or photograph test rooms or preliminary activities. They must stay away from the test site until after the administration. Under **no** circumstances are cameras of any type allowed in the test rooms.

Media coverage must be limited to meeting with examinees, with their consent, after the test administration and away from the test rooms. Please inform ACT of any media requests to report on a test administration. ACT will contact members of the media to explain its policies. This will help to ensure each request or question is answered uniformly.

### Irregularity Report

Group and individual irregularities must be reported on the Irregularity Report (page 47) and returned to ACT with answer documents to be scored. Specific irregularities are described on pages 38–42.

### Test Day Schedule

**Administration of the WorkKeys test must be the first activity of the morning on test day and begin by 9:00 A.M. If testing begins after 9:00 A.M., the scores for all students at your school may be cancelled.**

#### Sample Test Day Schedule

<b>7:30–7:45 A.M.</b>	Arrival of supervisors and proctors
<b>7:45–8:00 A.M.</b>	Briefing session for last-minute instructions to testing staff
<b>8:00–8:15 A.M.</b>	Arrival and seating of examinees
<b>8:15–8:30 A.M.</b>	Distribution and preparation of test materials
<b>8:30–9:15 A.M.</b>	Administration of Test 1
<b>9:15–9:20 A.M.</b>	Break
<b>9:20–10:05 A.M.</b>	Administration of Test 2
<b>10:05–10:15 A.M.</b>	Break
<b>10:15–11:00 A.M.</b>	Administration of Test 3
<b>11:00–11:15 A.M.</b>	Collection and verification of test materials and dismissal of examinees

## Briefing Session

Test supervisors are to hold a briefing session **each** test day morning, even with experienced staff. Be sure to discuss any test-center specific information (e.g., policies on the wearing of hats), and the topics in any ACT supplement. The topics listed in the Training Session Outline on pages 63–64 should also be reviewed. Confirm that everyone understands the policies and procedures in this manual and answer any staff questions.

## Testing Staff List

A complete Testing Staff List is **required** for each school for each test day. A blank Testing Staff List is included in this manual (see page 44). Instructions for completion are printed on the form. List **all** personnel involved in administering the tests, including anyone assisting with materials or security. If you have any questions, contact ACT.

## Roster

Write the type of ID accepted for admission on the roster (page 43). Return the marked original at the same time as the completed answer documents. If your school provides a readable list of all students scheduled to test, by test room, you may use it in lieu of the roster. However, you must **still** document type of ID accepted or student absence for attendance, and return the marked original to ACT.

## Admitting Examinees to the Test Room

Control who enters and leaves the test room at all times. Do not allow examinees to enter the test room until the room is properly prepared, the test materials are secure in a location where examinees cannot have access to them, and the room supervisor is ready to admit examinees. Admit examinees by checking them in, one-by-one, at the door of the test room. Do not allow an examinee to enter the room unless the room supervisor has verified the examinee's identification and documented this on the roster. If an examinee cannot present acceptable ID at the door, do not admit him or her to the room. After ID is checked, admitted students must stay in the test room. If it is necessary for an examinee to leave, recheck ID upon his or her return.

This is a good time to check that all cell phones and pagers, including those of testing staff, are turned off. Examinee cell phones must be given to the test supervisor or removed from the room. Do not allow examinees or staff to bring food or drink, including water, into the test room.

## Electronic Devices

Examinees may not use timers, cell phones, pagers, or any other electronic devices at any time, including during the break. Calculators may be used during the *Applied Mathematics* test, but they must be turned off and put away when the examinee is not working on the test.

## Identification of Examinees

All examinees are required to present an acceptable form of identification (see below and page 15) or be personally recognized (face-to-face) by a school faculty member *before* being admitted to the test room. If an examinee without acceptable ID is permitted to test, the examinee must be dismissed and the answer document *will not be scored*—even if acceptable ID is presented later. You must mark the roster to indicate type of ID accepted.

Indicate the form of identification accepted for admitting each examinee:

P = Photo ID

L = ID Letter (School or Notarized)

R and initials = Personal Recognition by Testing/School Staff

— = Absent (Absence must be indicated to verify an examinee was not present.)

Collect all of the following items you accept as identification, and send them to ACT with the roster after testing. Collect and send the actual item presented, not a photocopy (see page 39).

- School Identification Letters\*
- Notarized Statements\*
- Transcripts\*
- Newspaper/publication clippings

*\*Must be signed by the examinee on test day, in the presence of a staff member.*

**Acceptable Identification**

All identification must be *original*, not a photocopy or reproduction. No stamped, computer generated, or reproduced signatures are allowed.

Current Official Photo ID**Roster Notation = P**

- Current (not expired); AND
- Issued by a school, employer, or city/state/federal government agency; AND
- Show the examinee's first and last names; AND
- Current photo clearly recognizable as the examinee.
- Signature not required.
- *Examples: driver's license, passport, school ID*

Recent Published Individual Photo**Roster Notation = P**

- Must be original, not a photocopy or reproduction; AND
- Published within the last two years; AND
- An individual (not a group) photo, clearly recognizable as the examinee; AND
- Examinee's first and last names in the caption.
- Signature not required.
- *Examples: newspaper, school yearbook*

Identification Letter**Roster Notation = L**

- On original, official school letterhead. If the official letterhead is computer generated or photocopied, it must be embossed with a raised or inked school seal; AND
- Individually completed and signed, in ink, by a school counselor or other school official—who may not be a relative; AND
- Signed by the examinee, in ink, in the presence of that school official; AND
- Examinee's name and a full description including age, gender, height, weight, race, hair and eye color, OR
- Attached, recent (within two years), recognizable photograph with a school seal or the school official's ink signature across a portion of the photo.

Notarized Statement with Photo**Roster Notation = L**

- Sworn statement by a notary public—who may not be a relative—identifying the examinee by name; AND
- Attached, recent (within two years), recognizable photograph with the notary seal or stamp across a portion of the photo; AND
- Signed by the examinee, in ink, in the presence of the notary public.

Transcript with Photo**Roster Notation = L**

- Signed in ink by a school counselor or other school official—who may not be a relative; AND
- Attached, recent (within two years), recognizable photograph with the school official's signature or school seal across a portion of the photo; AND
- Signed by the examinee, in ink, in the presence of that school official.

Staff Recognition**Roster Notation = R plus  
staff initials**

- Examinees without any ID may be admitted only if they are personally recognized, face-to-face, by a member of the school faculty who is not a relative of the examinee; AND
- That staff member's initials *must* be printed legibly beside the examinee's name on the roster (without staff initials, personal recognition is invalid).

Note: If all examinees in a room were recognized by the same faculty member, you may state that on the roster, indicating the name of the staff member (e.g., "all students in this room were recognized by \_\_\_\_\_").

### Unacceptable Identification

- Birth certificate
- ChildFind ID card
- Credit, charge, bank, or check cashing cards, even with a photo
- Diploma
- Family portrait or graduation picture, even if the name is imprinted on the photo
- Fishing or hunting license
- Learner's driving permit, temporary or replacement driver's license, if it does not include a photograph
- Organization membership card
- Passport or other photo so old that the person presenting it cannot be identified
- Personal recognition by anyone not working as a member of test day staff, including classmates, parents, counselors, and teachers
- Photo ID of parents
- Photo with examinee's name embossed or printed on it by a photographer
- Photocopies or reproductions
- Photos issued by a business for promotional purposes (e.g., amusement parks)
- Police report of a stolen wallet or purse
- Printed, stamped, or photocopied signatures
- Report card
- Social Security card
- Traffic ticket, even with a physical description and signature
- Web page with photo

### Examinees Without Identification

Do not admit examinees without identification to the test room. If examinees can arrange for the ID to be presented **before the test booklets have been distributed**, or if the examinee is personally recognized by a member of the testing staff, he or she can be admitted. Do **not** delay testing waiting for a student to bring identification or allow testing of late examinees.

Under **no** circumstances may an examinee be admitted after test booklets have been distributed. Dismiss examinees without ID and explain why on the Irregularity Report (page 47).

### Directing Examinees to Seats

After an examinee has been identified and the roster marked, direct the examinee to a specific seat. **Do not allow examinees to choose their own seats.** Seating examinees alphabetically is acceptable or you may want to direct the first examinee to the extreme left side of the room, the second examinee to the middle of the room, the third to the right side, and so on. Separate friends and relatives or examinees that arrive together.

Proctors can direct the examinees by standing beside the desks to be used or at the front of rows to be filled. If you are using tables large enough for more than one examinee, direct the first examinee to the first table, the second to the second table, and so on. After one examinee has been seated at each table, seat a second examinee at each table.

## Left-handed Examinees

You must determine who will need a left-handed writing surface if you are not using tables. Either ask examinees as they are checked into the test room if they require left-handed desks or write a statement on the board telling left-handed examinees to report to the proctors for proper seating assignments.

## General Announcements to Examinees

Before testing begins, you may wish to make announcements regarding:

- **Hats:** Some hats may obstruct your view of examinees' eyes. Because not all hats may hinder your ability to monitor the examinees, the announcement to remove hats is left to your discretion.
- **Institutional requirements:** Some schools, for example, do not allow smoking on school grounds. You may dismiss an examinee who purposefully disregards a posted regulation of your center and mark the answer document VOID. Explain to the examinee the reason for the dismissal and write a complete explanation on the Irregularity Report.
- **Nervous noise:** Some examinees relieve tension through talk and movement before and after tests. Because they must maintain complete silence during testing, allow this normal behavior, but remind them to be considerate of other rooms that may still be testing while your room is taking a break.
- **Restrooms:** Describe the location of restrooms available during the break.

## Examinees with Disabilities

Examinees who require special accommodations (e.g., extra time, separate room, large-print format) may receive accommodations with test administrator prior approval and documentation.

## Unauthorized Testing Aids

The following aids are not permitted during testing:

- The use of scratch paper or notes is not permitted. Examinees should do any scratch work in the test booklets.
- The use of dictionaries, other than word-to-word foreign language dictionaries or other recognized sign language dictionaries (see page 20).

## Test Monitoring Responsibilities

All testing staff, room supervisors, and proctors are to **remain attentive** to their testing responsibilities throughout the entire administration. Examinees must feel that the staff are doing all they can to provide an irregularity-free administration. To protect the validity of individual test scores and maintain the security of the test materials, the following must be observed:

- Walk around the room during testing to be sure examinees are working on the correct test and to help prevent prohibited behaviors.
- During the test, do not read, correct papers, or engage in any tasks not related to the administration of the test.
- Do not engage in conversation during the testing or allow unauthorized personnel in the test room.
- Do not leave a test room unattended at any time.
- Complete detailed documentation of any irregularities of which you are aware.

## Timing

The testing times are **45 minutes** for *Reading for Information*, *Applied Mathematics*, and *Locating Information*. Additional time of 15–30 minutes is required for completing demographic information on the answer documents. Use a stopwatch or interval timer to keep time and use a wristwatch or other accurate timepiece as a back-up. If possible, a second member of the testing staff should also keep time. To verify the time given for each assessment, the Start and Stop times and the 5-minute time remaining must be written in the appropriate place in this manual and computations checked carefully before time is called. If a proctor is assigned to the room, that person should also keep time with the room supervisor.

If a mistiming occurs where a shortage of time is given, allow examinees to make up the shortage of time before being dismissed. If more than the required time is given on a test, notify ACT Test Administration immediately. After the assessment, include an explanation of the mistiming, the test name, and the Test Form Number on the Irregularity Report (page 47) and return it with the answer documents to be scored.

## Announcement of Time Remaining

A verbal announcement of time remaining should be read five minutes before the end of each assessment. If a chalkboard or write-on board is available, write the starting and end-of-test time on it at the start of the assessment along with the announcements.

## Guessing

Instructions about guessing are printed in the test booklets. If examinees ask you about guessing, refer them to these instructions. **Do not comment on or add in any way to the printed directions.**

## Examinee Questions about Test Items

If an examinee has a question or concern about a particular test item, instruct the examinee to “just do the best you can.” Do not comment on or add in any way to the assessment. Avoid discussing examinee concerns during the assessment because this takes up testing time and may distract other examinees. After the assessment, include an explanation of the examinee’s question, the test name, and the Test Form Number on the Irregularity Report (page 47) and return it with the answer documents to be scored. If the examinee wants a response, be sure to include the name and address to which the response should be directed.

# Special Testing Arrangements: Accommodations for WorkKeys Assessments

## Eligibility

Examinees with documented physical or learning disabilities who cannot complete the WorkKeys assessments in the standard time limits, using standard materials, and under standard conditions may, at the discretion of the test administrator, following review of disability documentation, be tested under special conditions and/or using special testing materials available from ACT.

## Responsibility

Assessment accommodations or special testing conditions are the responsibility of the test site. As a test administrator, you must:

- make sure, prior to the test date, that examinees who might need and/or request special testing arrangements are aware of the accommodations available to them.
- require and evaluate written documentation of the disability for which the examinee is requesting accommodations, following WorkKeys Guidelines for Testing Accommodations on page 20.
- keep confidential and maintain disability documentation for a period of at least one year following testing.
- enter the correct test Administration Code on the accommodated examinee's answer document for **each** assessment administered with an accommodation, using the codes on page 55.

Test Name: <b>Reading for Information</b>															
TEST FORM					BOOKLET NUMBER						ADMIN. CODE				
A	1	3	A	A	1	2	3	4	5	6				1	(A) (B) (C) (D) (E)
(B)	(1)	(3)	(A)	(A)	(1)	(2)	(3)	(4)	(5)	(6)	(1)	(2)	(3)	2	(F) (G) (H) (I) (J)
(C)	(2)	(4)	(B)	(B)	(2)	(3)	(5)	(2)	(2)	(2)	(2)	(2)	(2)	3	(A) (B) (C) (D) (E)
(D)	(3)	(5)	(C)	(C)	(3)	(4)	(6)	(3)	(3)	(3)	(3)	(3)	(3)	4	(A) (B) (C) (D) (E)
(E)	(4)	(6)	(D)	(D)	(4)	(5)	(7)	(4)	(4)	(4)	(4)	(4)	(4)	5	(A) (B) (C) (D) (E)
(F)	(5)	(7)	(E)	(E)	(5)	(6)	(8)	(5)	(5)	(5)	(5)	(5)	(5)	6	(A) (B) (C) (D) (E)
(G)	(6)	(8)	(F)	(F)	(6)	(7)	(9)	(6)	(6)	(6)	(6)	(6)	(6)	7	(A) (B) (C) (D) (E)
(H)	(7)	(9)	(G)	(G)	(7)	(8)	(10)	(7)	(7)	(7)	(7)	(7)	(7)	8	(A) (B) (C) (D) (E)
(I)	(8)	(10)	(H)	(H)	(8)	(9)	(11)	(8)	(8)	(8)	(8)	(8)	(8)	9	(A) (B) (C) (D) (E)
(J)	(9)	(11)	(I)	(I)	(9)	(10)	(12)	(9)	(9)	(9)	(9)	(9)	(9)	10	(A) (B) (C) (D) (E)
														11	(A) (B) (C) (D) (E)
														12	(A) (B) (C) (D) (E)
														13	(A) (B) (C) (D) (E)
														14	(A) (B) (C) (D) (E)
														15	(A) (B) (C) (D) (E)

- complete a Report of Accommodated WorkKeys Assessments for each examinee (page 57) and return it to ACT.



## WorkKeys Guidelines for Testing Accommodations

Written documentation of evaluation and diagnosis of disability by a qualified professional within the past five years should be required for all requests for accommodation. The testing site is responsible for acquiring, keeping confidential, and maintaining such documentation for a period of at least one year.

- Documentation should clearly identify the disability for which the accommodation is to be given, i.e., the basis of the claim.
- There should be a clear statement of the functional limitations emanating from that disability which are known to impact the person's ability to perform tasks in the assessment. A statement such as "Examinee has ADHD and therefore requires additional time" is not adequate. The statement identifies the diagnosis but fails to indicate any limitation. A limitation for this individual might be that memory skills are weak and examinee needs to re-read questions in order to understand the meaning implied.
- There must be a link between the disability, the limitation, and the tasks required for this particular testing situation. A learning disability in math does not imply difficulty with reading or written expression. Individuals with reading difficulties often have difficulty with written expression, and individuals who have difficulty with written expression may have no trouble with reading.
- Although accommodation in school does not necessarily imply the necessity of accommodation in standardized testing, in most cases a **current** Individual Educational Plan (IEP) prepared by appropriate academic/psychological staff for a student will be acceptable documentation for accommodation.

Note: ACT no longer reports accommodations on the score reports; however, that information is stored in the database. Enhanced lighting, special tables or chairs, testing in a separate room, sign interpretation of only the test directions, and signaling for the start and end of the test, do not require either disability documentation or coding on the answer document. If you are unsure about whether or not to ask for documentation, code an accommodation, or wish to offer an accommodation not listed on page 55, call 1-800-553-6244, ext. 1788.

## Large-print Assessment Materials

Large-print test booklets are available for the following assessments: *Applied Mathematics*, *Locating Information*, and *Reading for Information*.

## Braille Assessment Materials

Braille assessment booklets are available for *Applied Mathematics*, *Locating Information*, and *Reading for Information*. Do not allow examinees to write in the braille materials. All braille test materials must be returned to ACT within 48 hours of test administration.

## Reader/Signer

If an examinee is assisted by a reader, assessments must be administered in a separate room to avoid disturbing other examinees. It is important that readers read the assessment exactly as printed, with no interpretation. Likewise, no additional information may be supplied by the sign language interpreter. Some assessments (e.g., *Locating Information*) use numerous graphics that do not lend themselves well to the use of a reader or signer. For *Locating Information*, a reader can only be used for directions and test items. No graphics can be read or interpreted in any way. Also, ACT cautions that using a reader or signer may substantially change the skill being measured in some assessments.

The Gallaudet Dictionary of American Sign Language or other recognized sign language dictionaries are acceptable accommodations for those with hearing impairments who find such tools beneficial. However, use of the WorkKeys assessments may not be appropriate for some test-takers who do not read English and instead use American Sign Language as their primary means of communication. ASL may be used for directions only, **not** for test items, because it is an interpretation, not a word-for-word translation and, as such, compromises the standardized testing experience.



## Assistance in Recording Responses

When an examinee is unable to mark responses on the regular WorkKeys answer document, testing staff may offer one of the following:

- Testing staff may mark the answer document as the examinee indicates the responses. If the examinee is giving verbal responses, the assessments must be administered in a separate room.
- The examinee records the responses in the assessment booklet. **After test time has expired, testing staff must, in the examinee's presence, transfer responses to a standard answer document for scoring.**
- The examinee marks responses directly on a large-print answer document. **After test time has expired, testing staff must, in the examinee's presence, transfer responses to a standard answer document for scoring.**

If extended time is not given when offering this assistance, do not grid an accommodations Administration Code on the answer document.

## Accommodations for Examinees for Whom English is a Second Language

Examinees for whom English is a second language may use a word-to-word foreign language dictionary only. The examinee must supply the dictionary. The test administrator must check the dictionary, both before and after testing, to ensure that it does not contain notes or other unauthorized testing aides. If extended time is not given when offering this assistance, do not grid an accommodations Administration Code on the answer document.

## Test Administration Procedures

### Test Supervisor's Instructions

In order to maintain test security and assure valid scores, it may be necessary for ACT to verify testing conditions some months after the actual test date. Test supervisors can aid in this process by keeping a record of those conditions for six months after the test date. This record should include an examinee roster and a Test Booklet Count Form (page 45). The roster should indicate all examinees who actually took the test.

The Test Booklet Count Form (see page 45) can be copied out of this manual and completed for each testing session in each test room.

Your examinees will use the WorkKeys answer documents. It is **very important** that all testing personnel be familiar with the instructions on completing the personal demographic information, **Test Form Numbers**, and **Booklet Numbers** on the answer documents. The Test Form Numbers indicate which answer key ACT will use in scoring the assessment. Therefore, **if a Test Form Number is not entered correctly, ACT cannot score the answer document correctly.**

Once the timed portion of a test has begun, do not admit examinees who arrive late.

### Instructions Before Test Day

Examinees will be informed that they must bring the following:

- Two soft-lead No. 2 pencils with erasers
- A watch if they wish to pace themselves (They must not set the alarm on the watch during the assessment.)
- A calculator for the *Applied Mathematics* test
- Acceptable identification

Inform examinees that no food, drink, or cell phones will be allowed in the test rooms.

## Avoiding Common Errors in Completing Answer Documents

Room supervisors and proctors should be alert to the types of errors examinees commonly make when completing their answer documents. When reading the instructions, test personnel should emphasize the correct procedures to avoid these errors and walk around the test room to observe examinees as they complete these steps.

When completing the demographic information:

- grid only one oval per column.
- start with the first box and first column of ovals in the block.
- grid name and address in addition to writing them in the spaces.

When completing each assessment section:

- grid the appropriate test form code in addition to writing the code in the boxes and the name in the space provided.
- grid administration codes in addition to writing them in the designated spaces.
- emphasize that examinees must mark their responses on the answer document, not the test booklet. No additional time will be allowed for transferring answers marked in test booklets unless an accommodation is used.

**1 SITE NAME AND ADDRESS**

City High School  
School Name

Anytown Comm. School Dist.  
School District

Anytown Iowa 11111  
City State Zip Code

**2 NAME**

ADAMS JOHN Q  
Last Name First Name MI

Below the name section is a grid of bubbles for marking responses.

## Verbal Instructions for Completing Demographics on Answer Document

*These apply for  
Pretest sessions or  
same-day testing.*

**Study these instructions before the test day.** Read aloud all instructions in the shaded boxes. **Do not depart from this text.** Where a series of dots appears, pause to let examinees follow instructions. Text in parentheses is intended for the testing staff only and should not be read aloud.

**Do not distribute test materials until you have completed the demographic verbal instructions below.** For security reasons, it is important to hand each examinee a booklet individually. Do not pass the booklets back or across aisles. During the assessment, count the booklets being used and the extras. The total must equal the number of booklets assigned to the room.

**ACT recommends that you begin each test session with the following statement:**

If you are feeling ill or have circumstances that may affect your performance on the WorkKeys assessments, or if you need a special accommodation that you do not have, raise your hand and please come forward now.

If examinees come forward, it is your responsibility to determine if the examinee should proceed with testing at this time.

## Answer Document

When everyone is seated and you have everyone's attention, say:

I (We) will now distribute the answer documents. Check page 4 of the answer document for a preprinted bar code label. If label is present, be sure the name printed on it is your name. If it is not your name, raise your hand. Everyone should have a label.

Continue with the instructions below.

The information that you provide when you fill out your answer document will be used to prepare all reports. Follow my instructions carefully.

Your answer document will be scanned by a computer. It is essential to follow directions and to accurately grid the information to ensure that the responses recorded for you are the ones you intend.

Use only a Number 2 soft-lead pencil. Do not use a fountain pen, ballpoint pen, mechanical pencil, or colored pencil. If you do not have a Number 2 pencil, please raise your hand.... Make all marks heavy and dark. Fill in each oval completely, but do not extend your pencil marks outside the ovals. Do not make any marks anywhere on your answer document except as directed. Erase all extraneous marks carefully and completely. Turn your answer document so that page 1 faces you.

In block 1, print the name of this school or site (**announce the name**), city, state, and ZIP Code....

In block 2, print your name in the boxes labeled "Name." Begin in the first box and enter your last name. Then, enter your first name where indicated and finally, enter your middle initial where indicated....

Now, fill in the corresponding oval beneath each letter and the blank oval beneath each empty box....

Look at block 3. Beginning in the first box, enter your State Assigned Student ID number and fill in the corresponding oval in each column. If your ID number requires 10 or 11 spaces, use the entire block....

In block 4, fill in the oval for the month in which you were born. Write the day and year of your birth in the appropriate boxes and fill in the corresponding ovals. The century has been pre-gridded for you.

Fill in the appropriate oval in block 5....

In block 6, fill in the oval beside the phrase that best describes your racial or ethnic group as generally recognized by your family and friends....

Now, look at block 7. Fill in the oval that best describes your current or highest level of education....

Leave blocks 8–11 blank at this time.

Complete blocks 12–15 by entering your address and filling in the appropriate ovals....

Leave blocks 16–26 blank at this time. We will go back to block 25 later.

Note: Testing staff have the option of scheduling a pre-test session to have the demographic items completed prior to test day, by the students.

If this concludes your Pretest session, collect the answer documents and keep them secure until test day. If you are continuing with testing, go to page 26.

## Multiple-Choice Tests

**If you conducted a  
Pretest session, start  
here. . .**

Read this section only if Pretest session was conducted.

Hand each examinee his/her answer document individually. Read the verbal instructions that follow to make sure each student has the correct answer document before proceeding. If an answer document is missing the barcode label, or has the wrong barcode label, indicate on the student roster and notify the Test Supervisor when turning in your answer documents.

Look at your answer document. If your name does **not** appear in Box 2, please raise your hand....

Now, please check the barcode label on page 4. If this is **not** your barcode label, or if your answer document does **not** have a barcode label, please raise your hand....

Your answer document will be scanned by a computer. Make all marks heavy and black. Fill in each oval completely without extending your marks outside the lines. Stray marks, smudges, or errors **not** carefully and cleanly erased can affect the scoring of your answer document. Do not use a fountain pen, ballpoint pen, mechanical pencil, or colored pencil.

**If you are continuing  
testing, start here. . .**

Read the following:

Please note: This WorkKeys test is a secure assessment and is copyrighted by ACT. Copying, photographing, memorizing, disclosing, or using any other means to convey, publish, disclose, or make known the content contained in this test—before, during, or after the exam is administered—is strictly prohibited. A violation of this prohibition may result in your scores being cancelled or not reported, as well as legal action being taken against you for violating ACT’s intellectual property rights.

The use of scratch paper and other testing aids is not permitted. Scratch work may be done in your test booklet. Word-to-word foreign language dictionaries are permitted for those whose first language is other than English. If you are wearing a wristwatch with an alarm or carrying a pager or cellular phone, please turn it off now. These distract other examinees and are not allowed. If you have a cellular phone or a pager, it must be turned off and given to the custody of the test administrator until after the test.

There are two scheduled breaks during the test administration. However, you may obtain permission to go to the restroom if you need to do so during testing by raising your hand. You will not, however, be given extra time for the test. Only one person will be allowed to leave the test room at a time, unless escorted by testing personnel.

## Verbal Instructions for Administering *Reading for Information*

Prior to handing out the test booklets, say:

I will now distribute the *Reading for Information* test booklets. Do not open them until I tell you to do so. There should be no talking.

Hand each examinee a booklet individually. Do not pass them back or across aisles.  
**Keep an exact count of the number of test booklets distributed.**

Your test booklets have a Security Agreement that requires a signature on the back cover.

Turn your test booklet so the back cover faces up. Read the Security Agreement silently as I read aloud....

This booklet is the property of ACT; it must be returned to ACT.

This WorkKeys test is a secure assessment and is copyrighted by ACT. Copying, photographing, memorizing, disclosing, or using any other means to convey, publish, disclose, or make known any of the content contained in this test—before, during, or after the exam is administered—is strictly prohibited. A violation of this prohibition may result in your scores being cancelled or not reported, as well as legal action being taken against you for violating ACT’s intellectual property rights.

I have read the above statement and agree to its terms. I also certify that I am the person whose name appears below and that I have been authorized to take this test.

Sign and date the Security Agreement now. If you do not sign and date the Security Agreement, your answer document may be voided and you may not receive your scores....

Then say:

Look at your answer document. Turn to page 3 and find the section titled *Reading for Information*.

A Test Form Number is printed in the upper-right corner of the cover of your test booklet. Print that number in the boxes for the Test Form Number in this section. Then fill in the corresponding oval in each column....

Leave the Admin. Code column blank. A seven-digit number is printed in the upper-left corner of your test booklet. This is your Test Booklet Number. Print the seven-digit number in the boxes for the Booklet Number in this section. Fill in the corresponding oval in each column....

Walk around the room to be sure examinees are entering the Test Form Number and Booklet Number correctly on their answer documents. Then say:

Break the seal of your test booklet now.

Open the cover and read the directions silently as I read them aloud.

There are 33 questions in this test, a small number of which are included for developmental purposes. Answers to these developmental questions will not count toward your score.

This test measures reading skills related to success in the workplace. Each reading selection will be followed by one or more questions. Note: A heavy, black, horizontal line appears at the end of each single question or group of related questions.

Each question in the test is numbered, and the five answer options are lettered. After reading a passage, decide which answer is the best answer for each question. Next, find the row of ovals on the answer document numbered the same as the question. Then, find the oval in that row lettered the same as your chosen answer. Finally, fill in the oval completely. Use a soft-lead pencil and make your marks heavy and dark. **DO NOT USE A PEN.**

If you change your mind about an answer, erase your first oval thoroughly before filling in the new oval. For each question, make sure you mark your answer in the row of ovals with the same number as the question.

On this test, you will not be penalized for guessing, so you should try to answer every question. Do not use too much time on any one question. If you do not know the correct answer, pick the one you think is best. Go back and check any *Reading for Information* questions you had difficulty with if you have time.

**DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.**

Ask if anyone has any questions. Set your stopwatch or interval timer to **exactly 45 minutes** and say:

We are now ready to begin the test. *You will have 45 minutes to work on this test.* Do not mark beyond item 33. Leave the rest of the spaces in this section of the answer document blank. I will announce when you have five minutes left to work. Go to the next page and begin working....

As you begin testing, write down the Start time, Stop time, and the five-minutes-remaining time for this test in the box at the left. Before you announce five minutes remaining and before you call stop, check your timepiece carefully against the times you have written down and verify them with the proctor if one is in the room.



<b>45 Minutes</b>	
START	_____
5 minutes remaining	_____
STOP	_____

↑  
Transfer to  
Testing Time Verification Form  
on page 49.



**Reminder:** You may post the Start and Stop times on the board; check your calculations carefully before you do so. You will read an announcement when five minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.

When your watch or timer indicates **exactly 40 minutes** have passed, and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates **exactly 45 minutes** have passed, and you have double-checked the time, say:

Stop please. Put down your pencils, close your test booklets, and look up....

When you have everyone's attention, continue.

I (We) will now collect your test booklets. Turn your booklet so the back cover is face up. Verify that you have signed and dated your booklet. If you do not sign your test booklet, your answer document may be voided and you may not receive your score. Do not put your answer document in your test booklet. Please remain quietly in your seat.

Collect the *Reading for Information* test booklets individually. **Do not allow them to be passed to the front, side, or back of the row.** As you collect them, verify that each has been signed and dated. If an examinee has not signed and dated a booklet, ask him or her to sign it now. If the examinee refuses to sign the booklet, void the answer document and complete an Irregularity Report (page 47).

Count the booklets to verify that the number of booklets distributed matches the number collected. Place the booklets in a secure place out of reach of examinees.

You will have a five-minute break. Testing will resume promptly at \_\_\_\_\_. This is an opportunity to stand up and stretch. There should be no talking.

**Verbal Instructions  
for Administering  
*Applied Mathematics***

Prior to handing out the test booklets, say:

I will now distribute the *Applied Mathematics* test booklets. Do not open them until I tell you to do so. There should be no talking.

Hand each examinee a booklet individually. Do not pass them back or across aisles.  
**Keep an exact count of the number of test booklets distributed.**

Your test booklets have a Security Agreement that requires a signature on the back cover.

Turn your test booklet so the back cover faces up. Read the Security Agreement silently as I read aloud....

This booklet is the property of ACT; it must be returned to ACT.

This WorkKeys test is a secure assessment and is copyrighted by ACT. Copying, photographing, memorizing, disclosing, or using any other means to convey, publish, disclose, or make known any of the content contained in this test—before, during, or after the exam is administered—is strictly prohibited. A violation of this prohibition may result in your scores being cancelled or not reported, as well as legal action being taken against you for violating ACT’s intellectual property rights.

I have read the above statement and agree to its terms. I also certify that I am the person whose name appears below and that I have been authorized to take this test.

Sign and date the Security Agreement now. If you do not sign and date the Security Agreement, your answer document may be voided and you may not receive your scores....

Then say:

Look at your answer document. Turn again to page 3 and find the section titled *Applied Mathematics*.

A Test Form Number is printed in the upper-right corner of the cover of your test booklet. Print that number in the boxes for the Test Form Number in this section. Then fill in the corresponding oval in each column....

Leave the Admin. Code column blank. A seven-digit number is printed in the upper-left corner of your test booklet. This is your Test Booklet Number. Print the seven-digit number in the boxes for the Booklet Number in this section. Fill in the corresponding oval in each column....

Walk around the room to be sure examinees are entering the Test Form Number and Booklet Number correctly on their answer documents. Then say:

Break the seal of your test booklet now.

Open the cover and read the directions silently as I read them aloud....

There are 33 questions in this test, a small number of which are included for developmental purposes. Answers to these developmental questions will not count toward your score.

This test measures mathematics skills related to success in the workplace.

Each question in the test is numbered, and the five answer options are lettered. After calculating a solution, decide which answer is the best answer for each question. Next, find the row of ovals on the answer document numbered the same as the question. Then, find the oval in that row lettered the same as your chosen answer. Finally, fill in the oval completely. Use a soft-lead pencil and make your marks heavy and dark. DO NOT USE A PEN.

If you change your mind about an answer, erase your first oval thoroughly before filling in the new oval. For each question, make sure that you mark your answer in the row of ovals with the same number as the question.

On this test, you will not be penalized for guessing, so you should try to answer every question. Do not use too much time on any one question. If you do not know the correct answer, pick the one you think is best. Go back and check any questions you had difficulty with if you have time.

You should have a calculator and a WorkKeys formula sheet to use for this test. You may use them for any problems you choose. The formula sheet can be found at the beginning of this test booklet and may be torn out now for easier use.

**Note:** Unless the problem indicates otherwise, you should assume all of the following:

1. Diagrams are not necessarily drawn to scale.
2. The word *line* indicates a straight line.
3. If a problem calls for pi ( $\pi$ ), use the number 3.14 for that value. If you have a  $\pi$  key on your calculator and you use that key, your answers may not match any of the options given for the problem.
4. The word *average* indicates arithmetic mean. For example, the average of 2, 6, and 7 is calculated as follows:  $(2 + 6 + 7) \div 3$ .

To make sure that your calculator is working properly, please take the time to complete the following brief problems.

$$9 \times 53 = ? \quad (\text{you should get } 477)$$

$$477 \div 15 = ? \quad (\text{you should get } 31.8)$$



<b>45 Minutes</b>	
START	_____
5 minutes remaining	_____
STOP	_____

↑  
Transfer to  
Testing Time Verification Form  
on page 49.

If you did not get the answers shown in parentheses, please tell the person who is administering the test.

**DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.**

Ask if anyone has any questions. Set your stopwatch or interval timer to **exactly 45 minutes** and say:

We are now ready to begin the test. *You will have 45 minutes to work on this test.* Do not mark beyond item 33. Leave the rest of the spaces on the answer document blank. I will announce when you have five minutes left to work. Go to the next page and begin working....

As you begin testing, write down the Start time, Stop time, and the five-minutes-remaining time for this test in the box at left. Before you announce five minutes remaining and before you call stop, check your timepiece carefully against the times you have written down and verify them with the proctor if one is in the room.

**Reminder:** You may post the Start and Stop times on the board; check your calculations carefully before you do so. You will read an announcement when five minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.

When your watch or timer indicates **exactly 40 minutes** have passed, and you have checked the time, say:

**There are five minutes left.**

When your watch or timer indicates **exactly 45 minutes** have passed, and you have double-checked the time, say:

**Stop please. Put down your pencils, close your test booklets, and look up....**

When you have everyone’s attention, continue.

If you tore your formula sheet from the front of your test booklet, please place it inside your booklet.

I (We) will now collect your test booklets. Turn your booklet so the back cover is face up. Verify that you have signed and dated your booklet. If you do not sign your test booklet, your answer document may be voided and you may not receive your score. Do not put your answer document in your test booklet. Please remain quietly in your seat.

Collect the *Applied Mathematics* test booklets individually. **Do not allow them to be passed to the front, side, or back of the row.** As you collect them, verify that each has been signed and dated. If an examinee has not signed and dated a booklet, ask him or her to sign it now. If the examinee refuses to sign the booklet, void the answer document and complete an Irregularity Report (page 47).

Count the booklets to verify that the number of booklets distributed matches the number collected. Place the booklets in a secure place out of reach of examinees.

Put your calculators away. You will not be permitted to use them for the remaining test. You will have a 10-minute break. Testing will resume promptly at \_\_\_\_\_. If you return late, you will not be allowed to make up lost testing time. Remember, you may not use phones or other electronic devices during the break.

**Be quiet in the halls if testing is in progress in other rooms—and do not to bring snacks or drinks back to the test room.**

Make sure no test materials are taken out of the room. **Do not leave the test room unattended during the break.** If any examinees remain in the room during the break, monitor them closely.

Do not delay the start of the last test waiting for examinees to return late from the break. If examinees return late they may be readmitted, but may not make up the lost time. Try to keep conversation with late arrivals to a minimum.

If an examinee does not return, **do not** mark the answer document void unless the examinee requests you to do so.

### Verbal Instructions for Administering *Locating Information*

Prior to handing out the test booklets, say:

I will now distribute the *Locating Information* test booklets. Do not open them until I tell you to do so. There should be no talking.

Hand each examinee a booklet individually. Do not pass them back or across aisles. **Keep an exact count of the number of test booklets distributed.**

Your test booklets have a Security Agreement that requires a signature on the back cover.

Turn your test booklet so the back cover faces up. Read the Security Agreement silently as I read aloud....

This booklet is the property of ACT; it must be returned to ACT.

This WorkKeys test is a secure assessment and is copyrighted by ACT. Copying, photographing, memorizing, disclosing, or using any other means to convey, publish, disclose, or make known any of the content contained in this test—before, during, or after the exam is administered—is strictly prohibited. A violation of this prohibition may result in your scores being cancelled or not reported, as well as legal action being taken against you for violating ACT’s intellectual property rights.

I have read the above statement and agree to its terms. I also certify that I am the person whose name appears below and that I have been authorized to take this test.

Sign and date the Security Agreement now. If you do not sign and date the Security Agreement, your answer document may be voided and you may not receive your scores....

Then say:

Now, look at your answer document. Turn again to page 3 and find the section titled *Locating Information*.

A Test Form Number is printed in the upper-right corner of the cover of your test booklet. Print that number in the boxes for the Test Form Number in this section. Then fill in the corresponding oval in each column....

Leave the Administration Code column blank. A seven-digit number is printed in the upper-left corner of your test booklet. This is your Test Booklet Number. Print the seven-digit number in the boxes for the Booklet Number in this section. Fill in the corresponding oval in each column....

Walk around the room to be sure examinees are entering the Test Form Number and Booklet Number correctly on their answer documents. Then say:

Break the seal of your test booklet now.

Open the cover and read the directions silently as I read them aloud....

There are 38 questions in this test, a small number of which are included for developmental purposes. Answers to these developmental questions will not count toward your score.

The test measures your skill in placing, finding, and applying information taken from various types of graphics including tables, forms, graphs, and diagrams. The first portion of the test has single questions. The remaining questions are in pairs. Each question or pair of questions is followed by one or more graphics. Note: A heavy, black, horizontal line appears at the end of each single question or group of related questions.

Each question in the test is numbered, and the five answer options are lettered. Read each question, look at the graphic(s), and then decide which answer is the best answer for each question. You may write on this test booklet to help answer the questions. Next, find the row of ovals on the answer document numbered the same as the question. Then, find the oval in that row lettered the same as your chosen answer. Finally, fill in the oval completely. Use a soft-lead pencil and make your marks heavy and dark. **DO NOT USE A PEN.**

If you change your mind about an answer, erase your first oval thoroughly before filling in the new oval. For each question, make sure you mark your answer in the row of ovals with the same number as the question.

On this test, you will not be penalized for guessing, so you should try to answer every question. If you do not know the correct answer, pick the one you think is best. Go back and check any questions you had difficulty with if you have time.

Some pages in this booklet may be blank. If you find a blank page, ignore it and continue on with the test.

**DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.**



Ask if anyone has any questions. Set your stopwatch or interval timer to **exactly 45 minutes** and say:

We are now ready to begin the test. *You will have 45 minutes to work on this test.* Do not mark beyond item 38. Leave the rest of the spaces on the answer document blank. I will announce when you have five minutes left to work. Go to the next page and begin working....

As you begin testing, write down the Start time, Stop time, and the five-minutes-remaining time for this test in the box at left. Before you announce five minutes remaining and before you call stop, check your timepiece carefully against the times you have written down and verify them with the proctor if one is in the room.

**Reminder:** You may post the Start and Stop times on the board; check your calculations carefully before you do so. You will read an announcement when five minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.

When your watch or timer indicates **exactly 40 minutes** have passed, and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates **exactly 45 minutes** have passed, and you have double-checked the time, say:

Stop please. Put down your pencils, close your test booklets, and look up....

<b>45 Minutes</b>	
START	_____
5 minutes remaining	_____
STOP	_____



Transfer to  
Testing Time Verification Form  
on page 49.

## MULTIPLE-CHOICE TESTS

When you have everyone's attention, say:

I (We) will now collect your test booklets. Turn your booklet so the back cover is face up. Verify that you have signed and dated your booklet. If you do not sign your test booklet, your answer document may be voided and you may not receive your score. Do not put your answer document in your test booklet. Please remain quietly in your seats.

Collect the *Locating Information* test booklets individually. **Do not allow them to be passed to the front, side, or back of the row.** As you collect them, verify that each has been signed and dated. If an examinee has not signed and dated a booklet, ask him or her to sign it now. If the examinee refuses to sign the booklet, void the answer document and complete an Irregularity Report (page 47).

Count the booklets to verify that the number of booklets distributed matches the number collected. Place the booklets in a secure place out of reach of examinees.

Have students complete block 25. Then say:

We will now collect your answer documents. Please remain quietly in your seats.

**For security reasons, do not allow the answer documents to be passed to the front, side, or back of the row.** Do not dismiss the examinees before you have again counted the answer documents to verify that the number of answer documents distributed matches the number collected. Make certain that examinees do not have access to the assessment materials as they leave the room. Under no circumstances should anyone be allowed to examine the test booklets or answer documents after they have been returned to the proctor or administrator.

After the answer documents have been collected and counted, say:

Thank you for your cooperation. This ends today's testing.



## Return of Answer Documents and Test Materials

### Room Supervisor Tasks

All materials, including unused test materials and materials to be scored, must be returned on the designated dates. **Do not keep any testing materials.**

To ensure that each examinee's test results are reported as accurately and quickly as possible, you should assemble and check the answer documents carefully at the completion of testing.

- Make sure that there is an answer document for each examinee who took a test.
- Make sure the number of answer documents matches the number of examinees.
- Check each examinee's answer document to note the following:
  - Is the name printed and gridded properly?
  - Is all other required information (e.g., State Assigned Student ID, date of birth, sex, etc.) complete and accurate?
  - Has each examinee completed the test booklet number and test form code for each test administered?
  - Are all multiple-choice responses marked with a soft-lead pencil? If an examinee used a pen or marker, use a soft-lead No. 2 pencil to grid over the ink marks.
  - Have all stray marks or doodles been erased?
  - Are all marks neat, dark, and gridded properly?
- Keep other used and unused test materials separate, including test booklets and unused answer documents, and return all materials to your test supervisor for return to ACT.
- Use the Irregularity Report form (page 47) to describe any irregularities which could affect the examinee's scores. Place the report on top of the answer documents and return to the test supervisor.

### Test Supervisor Tasks

At the completion of testing, prepare the **answer documents** and **non-scorable** materials. Instructions follow for each preparation.

#### Materials Return

- Collect all answer documents for your test center.
- You have been provided two State Testing Site Supervisor's Header Sheets. Use one site header sheet to return initial answer documents, and use the second for makeup testing if necessary. Complete the information requested and the number of answer documents. Place the Site Header Sheet on top of the answer documents in the orange-ink envelope.
- Place the answer documents for standard-time WorkKeys testing in the orange-ink envelope(s). Up to 200 answer documents will fit in each envelope.
- Place all forms completed by Room Supervisors during your test administration directly in the black-ink envelope, including any Irregularity Reports and voided answer documents.
- Place the answer documents and administrative forms for all **accommodated testing** in the purple-ink envelope.
- Ensure that all non-scorable test materials (unused answer documents, manuals, etc.) have been collected from every test room. All non-scorable materials must be returned to ACT. Do not shred any materials.
- Place **all** test booklets, unused answer documents, and manuals in the specially designed boxes in which you received the materials.
- Seal the envelopes of answer documents and forms and place them **on top** of the non-scorable materials in box 1.
- Reverse the flap on the box(es) and number each box 1 of 5, 2 of 5, etc., and write your six-digit ACT Test Center Code, institution name, and return address on the outside of the box(es).
- **Make certain the boxes are sealed so that the shipping label is visible.**

If you have any questions about returning WorkKeys materials, please call ACT at 800/553-6244, extension 2800.

## Irregularities

### Irregularity Report

Complete an Irregularity Report (page 47) for each room in which an individual or group irregularity is observed, and return it with your answer documents. Report and describe in detail any irregularity, especially those that could affect test scores. Include the names of examinees who were dismissed from, or who left the test center without completing the tests. If there are no irregularities in any rooms at your test center, it is not necessary to return a report.

### Group Irregularities

A group irregularity is one that affects a group of examinees (e.g., one room or the entire site). If this occurs, follow the instructions below and call ACT as soon as possible. Carefully note the amount of testing time elapsed and remember to safeguard the security of the test materials at all times.

#### Disturbances and Distractions

If a disturbance or distraction occurs that affects examinees' concentration and it cannot be stopped, or the examinees cannot be moved to a quieter location, immediately call ACT. Do not dismiss examinees until you have received instructions. If you do not have a proctor to assist you, stop the test and collect the test booklets and answer documents before leaving the room to call ACT.

Report all disturbances and distractions, however minor (including examinee illness), on your Irregularity Report.

#### Emergency Evacuation

In the event of an emergency evacuation, your first concern must be for the safety of your examinees and your testing staff. If an emergency occurs, note the testing time that has elapsed and—if time permits—have examinees close their test booklets and place their answer documents inside them.

Collect the test booklets only if time permits. Instruct the examinees and staff to leave the building. If it is safe to do so, lock the test room. Call ACT as soon as you can safely reach a telephone.

#### Inclement Weather

If bad weather causes school to close or termination of testing, call ACT for instructions.

#### Missing or Stolen Test Materials

A missing or stolen test booklet is the most serious irregularity that can occur at a test center, excluding those affecting the health or safety of your examinees or staff.

If—at any time—you cannot account for a test booklet, you must **immediately** call ACT at 800/553-6244, ext. 2800. We will advise you regarding what actions you must take.

**Mistiming**

Tests that are mistimed constitute a serious irregularity that is difficult to resolve. **MISTIMINGS CAN BE PREVENTED BY CAREFUL SUPERVISION.** Scores cannot be adjusted to compensate for a mistiming. If a retest is necessary, students must transfer all non-test information to new answer documents and **must** retake **all tests**, not just the test that was mistimed.

If a mistiming does occur, allow examinees to make up a shortage before dismissal. If a shortage on a previous test is discovered after examinees have begun work on their next test, do not interrupt their work. Wait until that test has been completed, then make up the additional time on the previous test. Document the problem and its resolution on the Irregularity Report.

If more than the required time is given on a test, or if a mistiming is discovered after the examinees have been dismissed from testing, call ACT Test Administration immediately on test day. This irregularity must be resolved before answer documents are scored, and early notification is critical. Please keep the affected answer documents separate so the situation can be resolved as expeditiously as possible.

**Power Failure**

If a power failure occurs and examinees cannot be moved to another location with adequate heat, ventilation, light, and adequate examinee spacing, collect the test booklets and answer documents, then call ACT for instructions.

**Individual Irregularities**

An individual irregularity is one that affects a single person or several individuals involved in a single circumstance (e.g., communicating answers to each other). Follow the directions for each type of individual irregularity as described below.

Note: Any time you observe behavior that requires dismissal and voiding of an answer document, **be sure you inform the examinee that the answer document will not be scored and the reasons for your action.** Each instance must also be documented on the Irregularity Report.

**Defective Test Materials**

Replace a defective test booklet or answer document as quickly as possible so the examinee does not lose time.

- Be sure the replacement booklet is the **same test form** as the defective booklet.
- Print “Defective Material Void” on the cover of the test booklet or across the front of the answer document and attach it to the Irregularity Report. Explain the circumstances on the Irregularity Report.
- If an answer document is defective, the examinee must transfer, under your supervision, all information exactly as originally noted to a new one **after the test session.**
- Call ACT for further directions if you do not have sufficient materials to replace those that are defective.

**Duplicating Test Materials**

Testing personnel and examinees are not permitted to duplicate or record any part of the WorkKeys tests by copying, taking notes, photographing, scanning, or using any other means. All answer documents and test booklets must be returned to test center personnel. No portion of these materials may be retained by examinees.

If you observe an examinee using photographic, scanning, or recording devices during the test or removing pages from a test booklet, follow the procedures in Dismissal for Prohibited Behavior or Refusal to Turn in Test Materials.

In all cases, examinees observed using photographic, scanning, or recording devices, or observed removing pages from a test booklet, are to be dismissed, the device confiscated or cleared, and the answer document marked “VOID.” Inform the examinee the answer document will not be scored and include all necessary information on the Irregularity Report. Call ACT (during the test, if possible) to determine if any additional action is required.

### Failure to Follow Directions

Only answers marked properly on the answer document during the time allowed for the test can be scored.

- **Unauthorized Marking of Responses in Test Booklet Instead of on Answer Document.** Unless the examinee has been approved to mark in the test booklet or on a large-type worksheet, only responses marked on the answer document during the time allowed for the test will be scored. If an examinee, without authorization, has mistakenly marked responses in the test booklet and has not transferred them to the answer document, instruct the examinee to:

1. If time remains on the current test, instruct the examinee to immediately transfer responses for the current test from the test booklet to the answer document. If time has been called on that test, no answers may be transferred.
2. The examinee may then continue testing by marking answers only on the answer document.
3. Only responses marked on the answer document during the time allowed for a particular test will be scored. Therefore, do **NOT** allow the examinee to transfer responses from tests for which time has already been called, and do **NOT** allow the examinee to transfer responses during the break or after testing.
4. Document the situation on the Irregularity Report.

ACT will not transfer responses from the test booklet to an answer document. The answer document will be scored as received.

- **Marking Responses in a Future Section of Answer Document** (e.g., marking responses in the section for Test 2 during administration of Test 1). As soon as this error in marking is detected, give the examinee a new, blank answer document and:
  1. If time remains on the current test, instruct the examinee to begin marking responses in the correct section of the answer document, beginning with the next item.
  2. If time has been called on that test, instruct the examinee to begin marking responses in the correct section of the new answer document, beginning with the next test.
  3. After testing is completed, supervise the examinee as he/she transfers the information on side 1 of the answer document and all previous test responses from the first answer document to the correct sections on the new answer document. **(This transfer must occur under close supervision and without access to the test booklet.)**
  4. Mark the first answer document “REPLACED,” document the situation in detail on the Irregularity Report, and attach the replaced answer document to the report. Return the new answer document for scoring.
- **Marking Responses in a Previous Section of Answer Document** (e.g., marking responses in the section for Test 1 during administration of Test 2) or **Working on Wrong Test** (e.g., working on Test 2 during time allowed for Test 1). Both of these situations are considered prohibited behavior (working ahead or behind). Follow the procedures in Dismissal for Prohibited Behavior on page 42.

### Examinees Who Become Ill

Collect the test booklet and answer document from an examinee who becomes ill and leaves the test room. If the examinee returns and continues testing, lost time may not be made up. Record the situation and amount of time lost on the Irregularity Report.

If an examinee indicates he or she cannot finish testing because of illness, determine whether the answer document should be scored or whether the student should be scheduled for makeup testing. Indicate the decision on the Irregularity Report. **Only one answer document may be scored for each examinee.**

### Irrational Behavior

If an examinee acts in an irrational or violent manner, proceed as follows:

- Try to prevent other examinees from being interrupted, affected, or involved.
- Collect and retain the examinee's test materials without physical force.
- Dismiss the examinee from the test room as quietly as possible, without physical force or contact.
- If necessary, call security or police to protect staff and other examinees' safety.
- Inform the examinee that the answer document will not be scored.
- Give a detailed explanation on the Irregularity Report, mark the answer document void, and attach the examinee's test materials to the report.

### Prohibited Behavior

If an examinee is engaging in prohibited behavior, proceed in a way that does not cause unnecessary further disturbance. Some disturbance may be inevitable. Treat the offender reasonably and firmly. Follow the procedures in Dismissal for Prohibited Behavior exactly and continue testing.

Prohibited behaviors include:

- looking back at a previous test on which time has already been called
- looking ahead
- looking at another examinee's test booklet or answer document
- giving or receiving assistance
- using an unauthorized calculator
- using calculators on any test other than the *Applied Mathematics Test*
- using any device to share or exchange information at any time during the tests or during break (all electronic devices, including cellular phones and pagers, must be turned off from the time the examinee is admitted to test until dismissed after testing concludes)
- attempting to remove test materials, including test questions or answers, from the test room by any means
- using highlight pens, colored pens or pencils, notes, dictionaries, or other aids
- not following instructions or abiding by the rules of the test center
- exhibiting confrontational, threatening, or unruly behavior
- creating a disturbance or allowing an alarm, pager, or phone to sound in the test room
- filling in ovals after time has been called
- using scratch paper or notes

**Do not void an answer document for any other reason (e.g., student finishes early, does not return after break, does not take testing seriously but is not disturbing others or engaging in prohibited behavior).** See Voiding Answer Documents on page 42.

Have a colleague verify your observation if possible. However, if you are **certain** an examinee is engaging in prohibited behavior and are supervising a room without assistance, dismiss the examinee based upon your own observation. The test supervisor does not have to be called to the room to verify the activity.

If you **suspect** an examinee is engaged in prohibited behavior, discreetly warn him/her that these activities are prohibited and continue close observation. To discourage looking at someone else's answer document, or giving or receiving assistance, move the examinee to another seat. If you suspect an examinee has filled in ovals after time was called, warn the individual immediately. Document your suspicions and actions on the Irregularity Report.

**You do not need to observe prohibited behavior if you are certain it occurred.** For example, if you are certain that five ovals left unfilled at the end of a test section were filled in after time was called, you may dismiss the examinee. **You must inform the examinee that the answer document will not be scored.**

### Dismissal for Prohibited Behavior

If you dismiss an examinee for prohibited behavior, follow these procedures exactly:

1. Take action immediately without creating a disturbance. If you cannot, wait until the end of the current timed test.
2. Collect the answer document and test booklet.
3. If you believe an electronic device was used to store or exchange information, or to make an image of the test, collect the device from the examinee and call ACT immediately. ACT will determine if the device is to be retained and sent to ACT or returned to the examinee. Do not return the device to the examinee without ACT's approval.
4. Tell the examinee privately:
  - a. You observed or are certain of the prohibited behavior.
  - b. He/she is being dismissed because of the behavior.
  - c. The answer document will be marked VOID and will not be scored.
5. Write VOID on page 1 of the answer document. Do so in the examinee's presence, if possible.
6. Complete a detailed Irregularity Report that includes:
  - a. The time of the incident and the name(s) of the examinee(s).
  - b. The number of ovals the examinee(s) had filled in at the time of the incident, if relevant.
  - c. The test room and seating location(s) of the examinee(s).
  - d. The details of what you observed.
  - e. The statements you and the examinee(s) made.
  - f. The name(s) of the staff who observed or were certain of the irregularity.
7. Attach the VOID answer document to the Irregularity Report and return it with the other documentation for this test date. (Return the test booklet with other used test booklets.)

ACT will not score the answer document(s) if you follow these procedures exactly. **Examinees dismissed for prohibited behavior are not to be scheduled for makeup testing.**

### Voiding Answer Documents

Mark an answer document VOID and attach it to the Irregularity Report for the following reasons **only**:

- An examinee becomes ill and **asks** that the answer document not be scored.
- An examinee asks that the answer document not be scored for any reason.
- An examinee has been dismissed for prohibited behavior **and has been told the answer document will not be scored.**
- An answer document is defective or an examinee marked in a future section and the answer document has been replaced.

Report and document the reason for voiding all answer documents on the Irregularity Report. No portion of the answer document will be scored after it is marked VOID.

### Refusal to Turn In Test Materials

Examinees must return all test materials before leaving the test room. If an examinee refuses to turn in a test booklet, warn the examinee that the police will be contacted and this action may result in fines and imprisonment. Call ACT immediately and describe the situation in detail, including the examinee's name and Social Security or ACT ID number and the test booklet number. Do not place yourself in a position of physical danger, and do not leave other test materials or examinees unattended.

# State Testing Roster

(This document may be photocopied.)

Page \_\_\_\_\_ of \_\_\_\_\_

**Note:** Your school may provide a readable list of students, by test room, in lieu of this roster. Test date, testing staff, and room number/name must appear on the list and the type of ID accepted must be marked on the list on test day.

Name of School \_\_\_\_\_  
Where Students Tested \_\_\_\_\_

City/State \_\_\_\_\_ Room Name \_\_\_\_\_

Room Supervisor's Name \_\_\_\_\_ Room Number \_\_\_\_\_

ACT High School Code (where tests were administered) 

--	--	--

 - 

--	--	--

TYPE OF ID	
P = Photo ID	R and initials = Recognized
L = ID Letter	- = Absent

STUDENT'S NAME (please print or type) List all students scheduled to test in this room.	TEST DATE	
	Mark attendance by noting type of ID	
	INITIAL	MAKEUP
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		

Blank Forms

**Test Supervisor: Return one completed form for each test room with your other reports. Retain a copy for your files.**

# State Testing Staff List

(This document may be photocopied.)

ACT High School Code    –

Test Date (check one) ☐ INITIAL  
☐ MAKEUP

Testing School Name \_\_\_\_\_

City/State \_\_\_\_\_

Print the name, job title (e.g., teacher, counselor), position on the testing staff (RS–Room Supervisor, P–Proctor), and room name/number or other assignment for all personnel who assisted with the administration of the WorkKeys State Test. Also list those individuals who assisted with or handled test booklets in any way.

Name	School Job Title	Testing Position	Room Name/Number or Roving Assignment
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			

Test Supervisor: Return this form with your roster.



# Test Booklet Count Form

Test Center Code  Institution Name   
 Test Date (mm/dd/yy) / /  Room Supervisor Name   
 Number of Staff in Room  Room Name/Number

## Complete on Test Date Upon Receipt of Test Booklets from Test Supervisor

The test supervisor will give the room supervisor test booklets for administering the test. The test supervisor and room supervisor must record the number of test booklets received for this room, and their serial number sequence(s).

Quantity of AM Test Booklets Received  Quantity of LI Test Booklets Received   
 First Booklet #  First Booklet #   
 Last Booklet #  Last Booklet #

Quantity of RFI Test Booklets Received   
 First Booklet #   
 Last Booklet #

**Pre-Test Sign-Off**  
 Room Supervisor Initials

## Complete on Test Date Upon Return of Test Booklets to Test Supervisor

The room supervisor will give the test supervisor the test booklets after administering the test. The test supervisor and room supervisor must record the number of test booklets received for this room, and their serial number sequence(s).

Quantity of AM Test Booklets Received  Quantity of LI Test Booklets Received   
 First Booklet #  First Booklet #   
 Last Booklet #  Last Booklet #

Quantity of RFI Test Booklets Received   
 First Booklet #   
 Last Booklet #

**Post-Test Sign-Off**  
 (Initial when materials are returned to and count is verified by Test Supervisor)  
 Room Supervisor Initials   
 Test Supervisor Initials

*By completing this form accurately and completely, you help ensure the security of the administration and reduce the likelihood that test-date follow-up will be required. Thank you for your assistance.*

**Test Supervisor: Return this form with your roster. Keep a copy for your records.**



# WorkKeys Testing Irregularity Report—Individual and Group Irregularities

(See *Irregularities* section of administration manual for complete information about irregularities. Copy this form as needed.)

Test Site/Realm \_\_\_\_\_ Room #/Location \_\_\_\_\_ Site Code/Realm # \_\_\_\_\_

City, State \_\_\_\_\_ Test Date \_\_\_\_\_

Check box to indicate test delivery method: ☐ paper-and-pencil ☐ CBT ☐ Internet  
For paper-and-pencil, staple any voided answer documents or defective test materials to this form. Return form with used answer documents.

## Individual Irregularities

Examples of individual irregularities include: • defective materials/equipment • failure to follow directions • illness • prohibited behavior (e.g., giving/receiving assistance; unauthorized calculator use; marking previous/future test sections) • challenged item/time (See *complete explanation of irregularities in manual.*)

Examinee Name and ID Number	Test Title/ Test Booklet Number	Description of Irregularity (include time the irregularity occurred)	Action Taken by Test Center Personnel (including any notification given to examinees or test relaunch)	Answer Document Voided? (Y/N)
Name:	Test Title:			
ID Number:	Booklet Number:			
Name:	Test Title:			
ID Number:	Booklet Number:			
Name:	Test Title:			
ID Number:	Booklet Number:			

## Group Irregularities (attach names of examinees in room)

Examples of group irregularities include: • mistiming • disturbances/distractions • emergency evacuation • power failure • missing/stolen test materials  
• inclement weather • network or Internet outage (See *complete explanation of irregularities in manual.*) Call ACT immediately if there has been a mistiming.

Number of Examinees Affected	Test Title	Time of Irregularity	Description of Irregularity	Action Taken by Test Center Personnel

Test Room Supervisor's Name (print) \_\_\_\_\_ Test Site Supervisor's Name (print) \_\_\_\_\_

Room Supervisor's Signature \_\_\_\_\_ Test Site Supervisor's Signature \_\_\_\_\_

Blank Forms



# WorkKeys Testing Time Verification Form

Completed by Room Supervisor as tests are administered.

Testing School Name: \_\_\_\_\_

Test Date: \_\_\_\_\_

Room Supervisor: \_\_\_\_\_

			-			
--	--	--	---	--	--	--

Room Name/Number: \_\_\_\_\_

ACT High School Code

## Reading for Information



START

5 minutes remaining

STOP

Transfer from page 28

## Applied Mathematics



START

5 minutes remaining

STOP

Transfer from page 32

## Locating Information



START

5 minutes remaining

STOP

Transfer from page 35

Test Supervisor: Return this form with your roster. Keep a copy for your records.



### Seating Diagram

**Test Center Code**         **Institution Name**

**Test Date** (mm/dd/yy) / /  **Room Supervisor Name** \_\_\_\_\_

Number of Staff in Room 

--	--	--

 Room Name/Number \_\_\_\_\_

Room Supervisors: You **must** direct examinees to assigned seats and examinees **must** face the same direction. Hand your test booklets to examinees in strict serial number order. Do not skip booklets to allow for absent examinees.

### During Test 1—Describe the Room

Single-Level ☐ or Multiple-Level ☐ If tables: Table size  ft. by  ft.

Desks  or Tables  Number seated per table

Distance between examinees:

Side-to-side (shoulder-to-shoulder) | | ft. Number of Examinees in this room: | | |

Front-to-back (head-to-head)		ft.
------------------------------	--	-----

### During Test 1—Diagram the Seating and Show Where Test Booklets Were Used

**You must complete a Seating Diagram for each room regardless of the number tested in the room.**

- Enter Xs in the boxes to represent seats actually occupied on test day. Do not write examinees' names on the diagram.
- Indicate on the diagram where the first and the last booklet in each sequence were used (see sample).
- Draw arrows to show the direction the booklets were handed out.

- Reading for Information:

First Booklet #

Last Booklet # \_\_\_\_\_

(Used booklets only)

- **Applied Mathematics:**

First Booklet # | | | | | | |

Last Booklet #

(Used booklets only)

- Locating Information:

First Booklet # \_\_\_\_\_

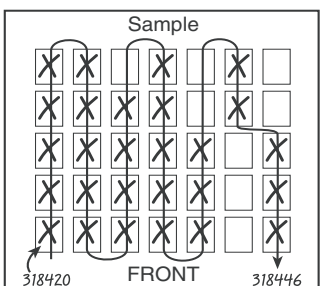
Last Booklet #

(Used booklets only)

### Complete This Diagram

A 10x10 grid of squares, totaling 100 squares. The grid is composed of 10 rows and 10 columns of identical squares.

Front of Room (direction examinees are facing)



*By completing this form accurately and completely, you help ensure the security of the administration and reduce the likelihood that test-date follow-up will be required. Thank you for your assistance.*

**Test Supervisor: Return this form with your roster. Keep a copy for your records.**

## Alternative Seating Diagram

**A Seating Diagram must be completed for each test room.** If the Seating Diagram on page 51 does not fit your room:

1. Complete the **test center information** on page 51.
2. Draw your own diagram in the space below or on a separate sheet of paper.
3. Complete your diagram **according to the directions** on page 51.

If you used a separate sheet to complete your alternative Seating Diagram, **staple** it to page 51 before returning it to ACT.

REMEMBER: Complete the test center information on page 49.



# Test Supervisor Profile

(Please complete every item on this profile.)

## TEST SUPERVISOR INFORMATION

(ACT may need to contact you regarding special circumstances.)

Name: \_\_\_\_\_

SSN: \_\_\_\_\_

Title: \_\_\_\_\_

Institution: \_\_\_\_\_

Work Phone: \_\_\_\_\_

Home Phone: \_\_\_\_\_

Fax Number: \_\_\_\_\_

Do we need to call before sending a fax? ☐ YES ☐ NO

E-mail Address: \_\_\_\_\_

### Mailing Address for Correspondence:

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_ ZIP: \_\_\_\_\_

### Shipping Address for Receipt of Test Materials: (Do NOT enter a P.O. Box address)

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_ ZIP: \_\_\_\_\_

Are you a U.S. Citizen? ☐ YES ☐ NO

If you are not a U.S. Citizen, does your employer have your I-9 form on file? ☐ YES ☐ NO

### Highest Education Level/Degree Attained (check one):

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> High School | <input type="checkbox"/> Master's     |
| <input type="checkbox"/> Associate   | <input type="checkbox"/> Doctorate    |
| <input type="checkbox"/> Bachelor's  | <input type="checkbox"/> Professional |

### Job Responsibilities (check all that apply):

- |   |  |
|---|--|
| <input type="checkbox"/> Teaching                 | <input type="checkbox"/> Academic Administration |
| <input type="checkbox"/> Athletic Coaching        | <input type="checkbox"/> Clerical Support        |
| <input type="checkbox"/> Counseling/Advising      | <input type="checkbox"/> Standardized Testing    |
| <input type="checkbox"/> Test Preparation Classes | <input type="checkbox"/> Other _____             |

## TEST CENTER CODE:

--	--	--	--	--	--	--

Prior Experience with Standardized Testing (check all that apply):

- ☐ Primary/Secondary School Assessments
- ☐ College Admissions/Assessments
- ☐ Professional/Graduate School Admissions
- ☐ Professional Certification/Licensure
- ☐ Computer-Based Testing

List the standardized examinations you have administered most recently and the year(s) of administration. Circle the position you held (TS=test supervisor, RS=room supervisor, P=proctor).

Name of Examination	Year(s)	Position Held
_____	_____	TS RS P
_____	_____	TS RS P
_____	_____	TS RS P

Number of test administrations you conduct per year:

- ☐ 1-2 ☐ 3-5 ☐ 6-10 ☐ More than 10

Total number of years testing experience: \_\_\_\_\_

Date of your first test administration for ACT: \_\_\_\_\_

## SUPERVISOR'S AGREEMENT

I agree to take all steps necessary to arrange for appropriate testing facilities including obtaining permission from the individual with authority over those facilities. I also agree to provide test administration services according to the prevailing payment schedule and in accordance with all policies and procedures. I understand and agree that during my term as supervisor, neither I nor any member of my testing staff will engage in any test preparation activities beyond our specifically defined job responsibilities. I agree to read and comply with all ACT test administration policies, including all those listed in this manual. I also understand and agree that ACT has the right to terminate its relationship with any test center or test center personnel without advance notice if ACT determines, in its sole discretion and for any reason, that such termination is appropriate.

\_\_\_\_\_  
SUPERVISOR'S SIGNATURE

\_\_\_\_\_  
DATE

Will you be serving as test supervisor on a  
☐ permanent or a ☐ temporary (one test date) basis?

Effective date(s)? \_\_\_\_\_

# Back-up Test Supervisor Profile

(Please complete every item on this profile.)

## BACK-UP TEST SUPERVISOR INFORMATION

(ACT may need to contact you regarding special circumstances.)

Please have your back-up supervisor complete the requested information and sign below.

The back-up assumes your responsibilities if you are ill or need to be absent on a published test date.

TEST CENTER CODE:

--	--	--	--	--	--

Name: \_\_\_\_\_

SSN: \_\_\_\_\_

Title: \_\_\_\_\_

Institution: \_\_\_\_\_

Work Phone: \_\_\_\_\_

Home Phone: \_\_\_\_\_

Fax Number: \_\_\_\_\_

Do we need to call before sending a fax? ☐ YES ☐ NO

E-mail Address: \_\_\_\_\_

**Mailing Address** for Correspondence:

Address: \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_ ZIP: \_\_\_\_\_

**Shipping Address** for Receipt of Test Materials:  
(Do NOT enter a P.O. Box address)

Address: \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_ ZIP: \_\_\_\_\_

Are you a U.S. Citizen? ☐ YES ☐ NO

If you are not a U.S. Citizen, does your employer have your I-9 form on file? ☐ YES ☐ NO

Highest Education Level/Degree Attained (check one):

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> High School | <input type="checkbox"/> Master's     |
| <input type="checkbox"/> Associate   | <input type="checkbox"/> Doctorate    |
| <input type="checkbox"/> Bachelor's  | <input type="checkbox"/> Professional |

Job Responsibilities (check all that apply):

- |   |  |
|---|--|
| <input type="checkbox"/> Teaching                 | <input type="checkbox"/> Academic Administration |
| <input type="checkbox"/> Athletic Coaching        | <input type="checkbox"/> Clerical Support        |
| <input type="checkbox"/> Counseling/Advising      | <input type="checkbox"/> Standardized Testing    |
| <input type="checkbox"/> Test Preparation Classes | <input type="checkbox"/> Other _____             |

Prior Experience with Standardized Testing (check all that apply):

- ☐ Primary/Secondary School Assessments
- ☐ College Admissions/Assessments
- ☐ Professional/Graduate School Admissions
- ☐ Professional Certification/Licensure
- ☐ Computer-Based Testing

List the standardized examinations you have administered most recently and the year(s) of administration. Circle the position you held (TS=test supervisor, RS=room supervisor, P=proctor).

Name of Examination	Year(s)	Position Held
_____	_____	TS RS P
_____	_____	TS RS P
_____	_____	TS RS P

Number of test administrations you conduct per year:

- ☐ 1-2 ☐ 3-5 ☐ 6-10 ☐ More than 10

Total number of years testing experience: \_\_\_\_\_

Date of your first test administration for ACT: \_\_\_\_\_

## BACK-UP SUPERVISOR'S AGREEMENT

I agree to take all steps necessary to arrange for appropriate testing facilities including obtaining permission from the individual with authority over those facilities. I also agree to provide test administration services according to the prevailing payment schedule and in accordance with all policies and procedures. I understand and agree that during my term as supervisor, neither I nor any member of my testing staff will engage in any test preparation activities beyond our specifically defined job responsibilities. I agree to read and comply with all ACT test administration policies, including all those listed in this manual. I also understand and agree that ACT has the right to terminate its relationship with any test center or test center personnel without advance notice if ACT determines, in its sole discretion and for any reason, that such termination is appropriate.

BACK-UP SUPERVISOR'S SIGNATURE

DATE

Will you be serving as substitute test supervisor on a ☐ permanent or a ☐ temporary (one test date) basis?

Effective date(s)? \_\_\_\_\_

If temporary, are you replacing the ☐ permanent, or ☐ back-up test supervisor?

## Description of WorkKeys and Test Administration Accommodations

Table 1 Characteristics of WorkKeys Assessments

Assessment	Code Name	Items	Time (min)	Standard Stimulus Mode	Standard Response Mode
Applied Mathematics	AM	33	45	Written problems, some with graphics	Gridded Multiple Choice
Reading for Information	RFI	33	45	Written text in graphic format	Gridded Multiple Choice
Locating Information	LI	38	45	Written text in graphic format	Gridded Multiple Choice

Table 2 Test Administration Accommodation Codes and Descriptions

The code for the accommodation provided for **each assessment** is entered on the accommodated examinee's answer document in the space marked "**ADMIN. CODE**" and is retained in the examinee's test record.

Accommodation Description	Time-and-a-half	Double time	Up to 3 Hours
Regular Print Materials, Extended Time Only	150	200	300
Large Print	130	235	291
Braille	140	245	292
Reader Script	160	265	293
Audio/DVD	170	275	294

For accommodations given with standard time, use Admin. Code 400.

Table 3 Codes for Extended Testing Time

Extended time is the most commonly requested accommodation. Listed below are the minutes to be allotted for standard time, time-and-a-half, double time, and triple time.

Skill Area	(no code needed) Standard time	Code 150 Time-and-a-half	Code 200 Double time	Code 300 Triple time
Applied Mathematics	45 min.	68 min.	90 min.	135 min.
Reading for Information	45 min.	68 min.	90 min.	135 min.
Locating Information	45 min.	68 min.	90 min.	135 min.



## Report of Accommodated WorkKeys Assessments

For each accommodated assessment, the test administrator should complete and submit one of these reports with the examinee's answer document. Both the examinee and the test administrator should sign to indicate that (1) the examinee has the specified disability, (2) the accommodation specified has been provided.

Examinee's Name (printed)

SSN/ID

Test Site Name

School Code

Test Administrator's Name (printed)

Date

On the examinee's answer document, indicate the examinee's accommodation by marking the box labeled Admin Code with the appropriate Accommodation Code (as described on page 55) for each assessment for which accommodation was provided.

On an attached page or the back of this form, describe the examinee's disability as it relates to the WorkKeys assessment(s).

For each WorkKeys assessment administered, give the test date and the code describing the accommodation provided **exactly as it was marked on the examinee's answer document**. A code list is provided on page 55. Also note any accommodations provided not directly related to the test.

Name of Assessment	Date Administered	Admin Code	Accommodations (describe)	Comments
Applied Mathematics	/ /			
Reading for Information	/ /			
Locating Information	/ /			

The signatures below signify that:

- the examinee has the specified disability, and
- the accommodations indicated above have been provided.

Examinee Signature

Date

Test Administrator Signature

Date



# WorkKeys State Special Testing Reader's Agreement

(This document may be photocopied as needed if different readers are used for different tests.)

**Note:** Examinees using this accommodation must have written documentation and must test individually.

Test Date(s) \_\_\_\_\_

\_\_\_\_\_

Testing School Name \_\_\_\_\_

Test Supervisor \_\_\_\_\_

Reader's Name \_\_\_\_\_  
Last Name First Name MI

Examinee's Name \_\_\_\_\_  
Last Name First Name MI

ACT has prepared a script for readers to use in administering WorkKeys to students who need to have the test questions read to them. The tests must be read **verbatim** by a reader who meets the qualifications specified by ACT (see page 60).

As the reader, you are required to review and comply with the "Instructions to the Reader" printed in the reader's script and the procedures documented in this manual.

The examinee may ask you to read any portion of a test as often as necessary within the time allowed for that test. Each time you read them, you must read the test directions, test passages, and test questions **exactly** as they are presented, with no explanation

and no additional information provided to the examinee through the reading.

All test questions rely on the student being able to comprehend and respond to the test materials exactly as written. Any additional information, explanation, or translation would affect that which the tests are designed to measure.

If ACT determines that any explanation or additional information has been provided to an examinee, that any test materials were not read verbatim, or that the reader did not meet ACT's qualifications for testing personnel, the examinee's scores will be cancelled.

"I certify that I have read, understand, and agree to administer the test in compliance with this *WorkKeys Administration Manual* and assure ACT that the test items will be read verbatim with no explanation and no additional information provided to the student through the reading."

Reader's Signature \_\_\_\_\_

Date \_\_\_\_\_

Indicate the tests read by this reader:

\_\_\_ Reading for Information    \_\_\_ Applied Mathematics    \_\_\_ Locating Information\*

**Sign and return this agreement with the completed answer document. Scores will not be released until this form is received.**

\*For Locating Information, a reader can only be used for directions and test items. No graphics can be read or interpreted in any way.

## Reader Qualifications

The reader must meet all of the following criteria:

1. Be proficient in English.
2. Be experienced in testing.
3. Be employed by the school district where the student attends school.
4. Agree to administer the tests in compliance with the policies and procedures in this Manual.
5. Read and sign the agreement on page 59.

To protect both the examinee and the reader from questions of possible conflict of interest, the following conditions must also be met. The reader must:

6. Not be a relative or guardian of the examinee.
7. Not be a private consultant or individual tutor whose fees are paid by the examinee or examinee's family.
8. Not be engaged in test preparation activities for WorkKeys during the current academic year. (See Test Preparation on page 2.)

Test scores achieved under the supervision of an individual who does not satisfy **ALL** the requirements listed in the section above will be cancelled.



# WorkKeys State Special Testing Interpreter's Agreement

(This document may be photocopied if different interpreters are used for different tests.)

**Note:** Examinees using this accommodation must have written documentation and must test individually.

Testing School Name \_\_\_\_\_

Test Date(s) \_\_\_\_\_ Test Supervisor \_\_\_\_\_

Interpreter's Name \_\_\_\_\_  
Last Name First Name MI

Examinee's Name \_\_\_\_\_  
Last Name First Name MI

The interpreter must meet the qualifications specified by ACT (see page 62).

The exact English signing of the test must be a direct transcription of the passages and items with no explanation and no additional information provided to the examinee through the signing. All test questions rely on the examinee being able to comprehend and respond to the materials as written. Any explanation or translation of the questions or passages would affect that which the tests are designed to measure.

ACT requires both the Test Supervisor and the interpreter to provide signatures to the following statement:

"I certify that I have read, understand, and agree to administer the test in compliance with this *WorkKeys Administration Manual* and I further assure ACT that the exact English signing of the tests is a direct transcription of the passages and items from the reader's script with no explanation and no additional information provided to the examinee through the signing."

\_\_\_\_\_  
Test Supervisor's Signature Date

\_\_\_\_\_  
Interpreter's Signature Date

Indicate the tests signed by this interpreter:

\_\_\_ Reading for Information \_\_\_ Applied Mathematics \_\_\_ Locating Information\*

**Sign and return this agreement with the completed answer document. Scores will not be released until this form is received.**

\*For Locating Information, a reader can only be used for directions and test items. No graphics can be read or interpreted in any way.

## Interpreter Qualifications

The interpreter must meet all of the following criteria:

1. Be proficient in English and exact English signing.
2. Be experienced in testing.
3. Be employed by the school district where the student attends school.
4. Agree to administer the tests in compliance with the policies and procedures in this Manual.
5. Read and sign the agreement on page 61.

To protect both the examinee and the interpreter from questions of possible conflict of interest, the following conditions must also be met. The interpreter must:

6. Not be a relative or guardian of the examinee.
7. Not be a private consultant or individual tutor whose fees are paid by the examinee or examinee's family.
8. Not be engaged in test preparation activities for WorkKeys during the current academic year. (See Test Preparation on page 2.)

Test scores achieved under the supervision of an individual who does not satisfy **ALL** the requirements listed in the section above will be cancelled.

## Training Session Outline and Topics for Discussion

Test supervisors are expected to discuss the following topics with their staff during their training sessions:

- I. Security of Test Materials
  - A. Security is of utmost concern. Test materials must NEVER be left unattended. Test booklets must be kept away from doors and away from examinees in the test room before and after testing.
  - B. Describe how test supervisors will distribute materials to the test rooms, and how room supervisors are to distribute materials inside the test rooms.
  - C. Room supervisors are to count test booklets when they receive them from the test supervisor, and again before examinees are dismissed. Review the use of the Test Booklet Count Form.
  - D. No unauthorized persons are allowed in the test rooms. This includes friends, relatives, and members of the media. ACT-authorized observers must be asked for a letter of introduction from ACT or for ACT identification.
  - E. Staff members must NEVER leave a test room unattended.
- II. Room Preparation
  - A. Demonstrate proper seating arrangements and test room preparation. Discuss arrangements for potential multiple-level seating, fixed seating, left-handed examinees, ease of staff movement, and inappropriate posted materials.
  - B. Describe any items that will be supplied by the center (e.g., pencils, timepieces, tissues) and how they will be distributed and returned.
- III. Pre-Test Activities
  - A. Discuss when bar-code labels will be affixed to answer documents.
  - B. Stress the importance of ensuring that all students fill in the ovals for name, mailing address, city, state, and ZIP code in order for score reports to be deliverable.
  - C. Review a roster of students (page 43) and explain how it is to be used on test day (pages 11 and 14).
  - D. Review acceptable and unacceptable forms of student identification (pages 15–16). Emphasize the importance of properly marking the roster. If a student is personally recognized by a member of the testing staff, enter “R” and the staff member’s initials on the roster. If a student cannot be recognized by any of the testing or school staff who are present, a government or school-issued photo ID is required.
  - E. Room supervisors are not to wait for examinees who arrive late or delay testing for those attempting to produce an acceptable form of identification.
  - F. Examinees must not be allowed to select their own seats. **Instead, direct them to specific, assigned seats** and pay particular attention to separating known friends.
  - G. No one may be admitted to the test room after test booklets have been distributed. Determine how to handle late arrivals.
- IV. Test Day
  - A. Discuss when and where staff members are to report on test day.
  - B. Staff members are encouraged to wear soft-soled shoes. They should avoid crinkly clothing, noisy jewelry, coins in pockets, perfumes, or other items that may distract examinees.
  - C. Information concerning potential student dress and behavior issues should be discussed. These might include school rules regarding the wearing of hats, the location of rest rooms, and smoking restrictions.
  - D. Discuss procedures for prohibiting cell phones and other electronic devices in the test room and during breaks.
  - E. **Testing must begin by 9:00 a.m.** in all rooms.
  - F. Only examinees may break the seals on test booklets. Testing staff are **not** authorized to open any test booklets.
  - G. Accurate timing of each section of the test is critical. Room supervisors must record the start, five-minute warning, and stop times in their manuals. Discuss the consequences of a mistimed section.

## TRAINING SESSION OUTLINE AND TOPICS FOR DISCUSSION

- H. Room supervisors must complete a Seating Diagram showing where examinees were seated and how test booklets were distributed. They must also complete and initial a Test Booklet Count Form before and after testing. Stress the importance of providing complete and accurate information for every item on these forms, which assist in keeping tests secure. Number of test booklets handed out (used) and number of examinees in the room (Xs on Seating Diagram) must be the same.
- I. Staff members must not read (other than this manual), correct papers, use a computer, or do anything not related to administering the test. They must not eat, drink, smoke in the test room, or use a cell phone unless calling ACT.
- J. Conversations must be quiet and kept to a minimum. Even whispered conversations can be distracting to examinees.
- K. During the test, staff members are to walk quietly around the room, be available to respond to questions, assist in the case of illness, replace defective test booklets or answer documents, and check that examinees are marking their answers on the proper section of their answer documents. Advise staff not to pause near an examinee long enough to be a distraction.
- L. Discuss what actions to take if staff members observe prohibited behavior.
- M. Discuss what actions to take in the case of a group irregularity (e.g., a power outage) or in the case of an emergency.
- V. After the Test
  - A. Room supervisors must verify the count of test booklets on the Test Booklet Count Form, then return test materials, reports, and Seating Diagrams to the test supervisor.
  - B. The number of used test booklets (seals broken) must match the number of examinees tested in each room.







## How to Contact ACT

For questions regarding test administration, additional materials, report forms, security of test materials:

### **ACT State Testing**

301 ACT Drive

P.O. Box 4071

Iowa City, IA 52243-4071

Testing . . . . . Toll-free 800/553-6244, ext. 2800

Fax (Supervisor Profiles) . . . . . 319/337-1019

Normal office hours are 8:30 a.m.–5:00 p.m., central time, Monday through Friday. On test day, staff will be available 7:00 a.m.–5:30 p.m., central time.

